

# *Building the Basics*

# Division Facts

—— Grades 3/4 ——

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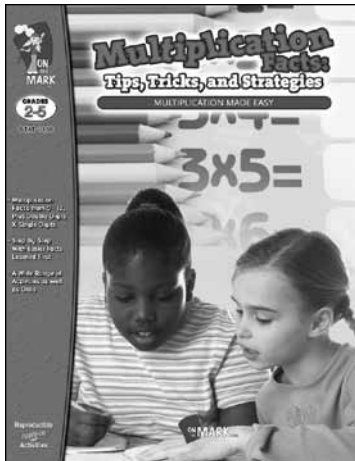
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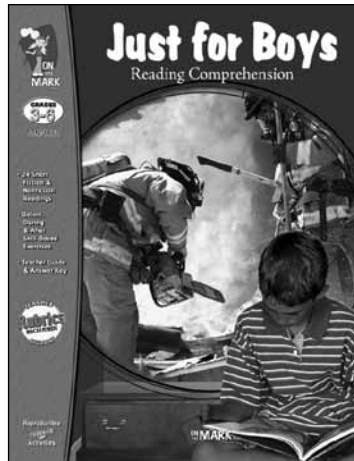
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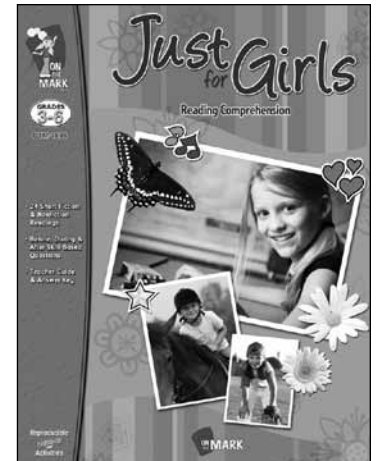
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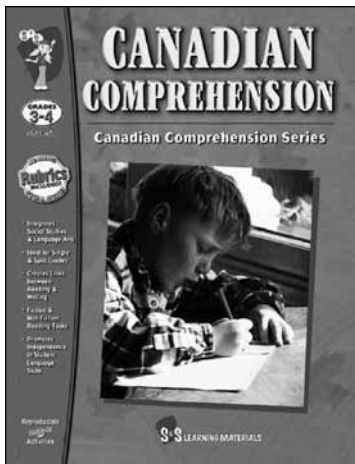
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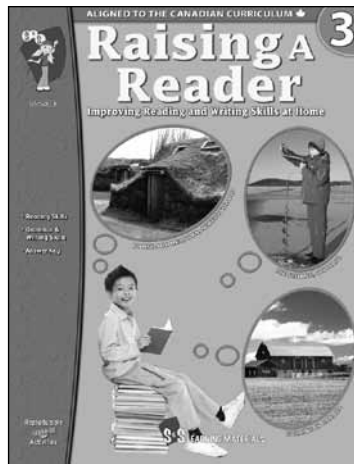
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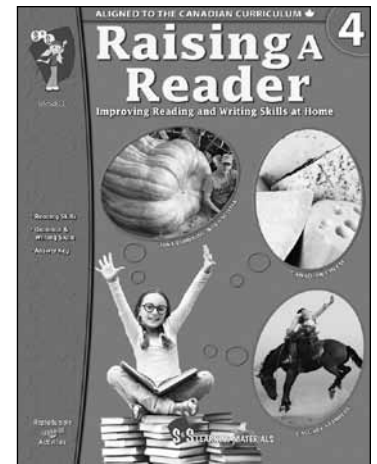
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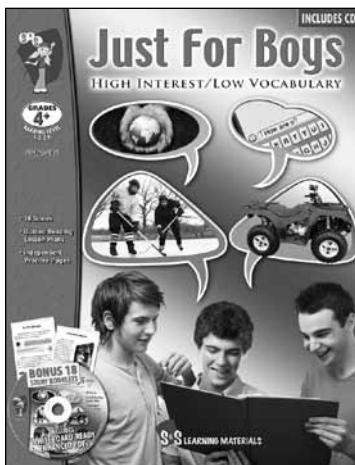
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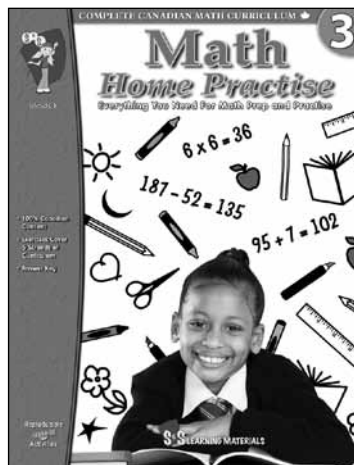
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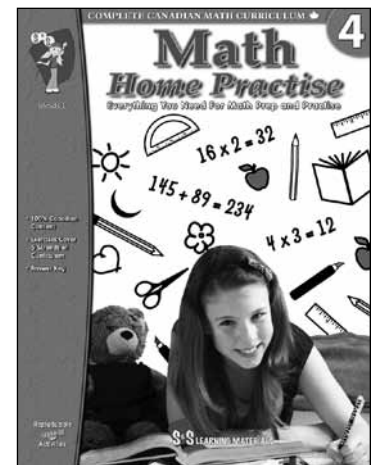
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# Introduction

## **Who was this book written for?**

This book was written primarily for students in **grades three and four**. Students are generally introduced to both the multiplication and division facts sometime in grade two. However, it isn't until grade three or four that memorization of these facts and their use in mechanical operations and word problems takes place in earnest.

## **Why was this book written?**

This book was written because some parents feel that their children are not able to recall division facts as readily as they feel they should. This book provides an opportunity for parents to take part in the education of their children by providing materials that can be worked on by students at home.

## **Who wrote this book?**

This book was written by a career teacher, who, as of June 1997, completed his twenty-fifth year of teaching elementary school with the Toronto Board of Education.

The author is a graduate of the University of Toronto and the Toronto Teachers' College. He has spent a great deal of time designing programs and materials to help his students be the best that they can be.

## **How should this book be used?**

This book should be used by parents to help their children at home. It is important that a parent sit with his/her child to provide help with the instructions or work, where necessary. If possible, the same time each evening, four or five times per week, should be set aside for work. A quiet comfortable location in the home helps with concentration. It is recommended that work sessions last approximately twenty to thirty minutes each including time for marking the work, which should be done as soon as an exercise is completed. Workbook exercises should be divided into manageable segments. The length of these segments does not necessarily have to be the same every day. Some days, your child will complete assignments quickly in an almost effortless manner, while on other days, for whatever reason, progress may be very slow. If your child finishes his/her task quickly, you may wish to assign additional work, or, you may wish to assign less if your child is restless or shows signs of frustration.

When learning any material it is important to be both patient and positive and stress any gains which are made, no matter how small they may be.

**Patience is important!**



# Division by 2

## Memorize These Division Facts

$$\begin{array}{r} 1 \\ 2 \overline{) 2} \end{array}$$

$$\begin{array}{r} 4 \\ 2 \overline{) 8} \end{array}$$

$$\begin{array}{r} 7 \\ 2 \overline{) 14} \end{array}$$

$2 \div 2 = 1$

$8 \div 2 = 4$

$14 \div 2 = 7$

$$\begin{array}{r} 2 \\ 2 \overline{) 4} \end{array}$$

$$\begin{array}{r} 5 \\ 2 \overline{) 10} \end{array}$$

$$\begin{array}{r} 8 \\ 2 \overline{) 16} \end{array}$$

$4 \div 2 = 2$

$10 \div 2 = 5$

$16 \div 2 = 8$

$$\begin{array}{r} 3 \\ 2 \overline{) 6} \end{array}$$

$$\begin{array}{r} 6 \\ 2 \overline{) 12} \end{array}$$

$$\begin{array}{r} 9 \\ 2 \overline{) 18} \end{array}$$

$6 \div 2 = 3$

$12 \div 2 = 6$

$18 \div 2 = 9$

## Write The Answers

$2 \overline{) 12}$

$2 \overline{) 6}$

$2 \overline{) 18}$

$2 \overline{) 10}$

$2 \overline{) 14}$

$2 \overline{) 4}$

$2 \overline{) 16}$

$6 \div 2 = \underline{\quad}$

$2 \div 2 = \underline{\quad}$

$10 \div 2 = \underline{\quad}$

$8 \div 2 = \underline{\quad}$

$4 \div 2 = \underline{\quad}$

$14 \div 2 = \underline{\quad}$

$12 \div 2 = \underline{\quad}$

$18 \div 2 = \underline{\quad}$

$16 \div 2 = \underline{\quad}$

$10 \div 2 = \underline{\quad}$

## Solve

$\underline{\quad} \div 2 = 5$

$\underline{\quad} \div 2 = 2$

$\underline{\quad} \div 2 = 8$

$\underline{\quad} \div 2 = 9$

$\underline{\quad} \div 2 = 6$

$\underline{\quad} \div 2 = 4$

$\underline{\quad} \div 2 = 7$

$\underline{\quad} \div 2 = 3$

$\underline{\quad} \div 2 = 1$



# Division by 2

Solve the questions below. The first one is done for you.

$$2 \overline{) 2}$$

$$2 \overline{) 9}$$

$$2 \overline{) 5}$$

$$2 \overline{) 6}$$

$$2 \overline{) 4}$$

$$2 \overline{) 7}$$

$$2 \overline{) 3}$$

$$2 \overline{) 8}$$

$$2 \overline{) 2}$$

Draw a line from the question to its answer.

$12 \div 2$

8

$4 \div 2$

3

$8 \div 2$

6

$18 \div 2$

2

$2 \div 2$

5

$14 \div 2$

4

$6 \div 2$

9

$10 \div 2$

7

$16 \div 2$

1

