



Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will divide numbers by 1 to 10

## Session 1: Guided Practice (We Do)

**Materials:**

- 2-colored counters (20 per student)
- Division mat (1 per student)
- Division Equation Cards (1 set per student)
- Think Multiply to Divide Cards (1 set per student)

**We Do Together:** (Teacher Actions)

- Say the division problem and write the answer if you know it.
- Use counters, a division mat and equation cards (*Division* and *Think Multiply to Divide*) to find or check your answer.

1.  $9 \div 3 = \underline{\quad}$	2.  $12 \div 4 = \underline{\quad}$
3.  $16 \div 4 = \underline{\quad}$	4.  $10 \div 2 = \underline{\quad}$



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide numbers by 1 to 10

## Session 1: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to divide numbers using counters and a “think multiply to divide” strategy.

5. $15 \div 3 = \underline{\quad}$	6. $20 \div 4 = \underline{\quad}$
7. $25 \div 5 = \underline{\quad}$	8. $15 \div 5 = \underline{\quad}$
9. $20 \div 5 = \underline{\quad}$	10. $12 \div 3 = \underline{\quad}$



# Quick Check - Form A

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide numbers by 1 to 10.

**Directions:** When you are told to begin, answer as many division problems as you can.  
(Work Time: 60 seconds)

$56 \div 8 = \underline{\quad}$

$36 \div 4 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$30 \div 10 = \underline{\quad}$

$36 \div 6 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$64 \div 8 = \underline{\quad}$

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

$18 \div 9 = \underline{\quad}$

$42 \div 6 = \underline{\quad}$

$63 \div 7 = \underline{\quad}$

$40 \div 5 = \underline{\quad}$

$54 \div 6 = \underline{\quad}$

$12 \div 3 = \underline{\quad}$

$28 \div 7 = \underline{\quad}$

Number Correct =

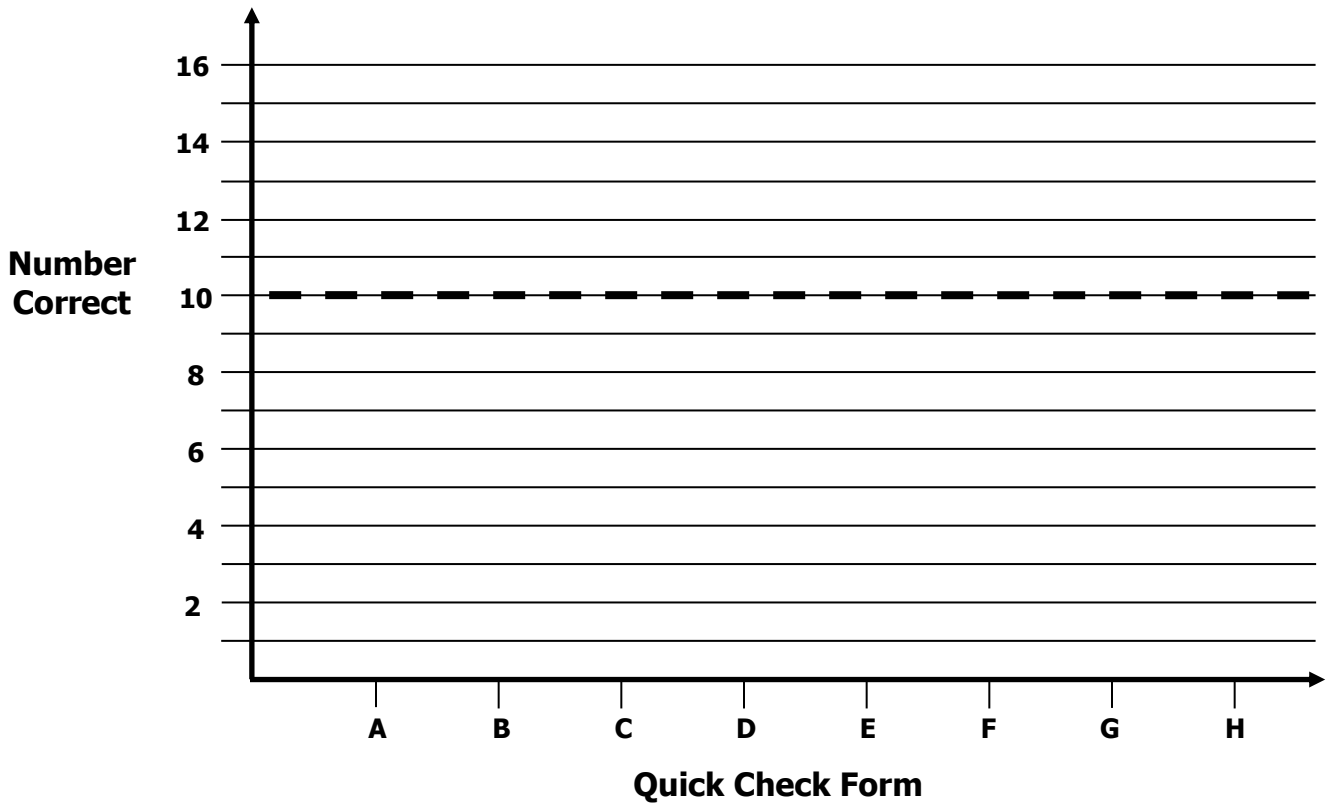


# Growth Chart

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide numbers by 1 to 10.

**Goal:** 10 out of 16 correct



Intervention	Date	Score
Session 1:		
Session 2:		
Session 3:		
Session 4:		
Session 5:		
Session 6:		
Session 7:		
Session 8:		



Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will divide numbers by 1 to 10

## Session 2: Guided Practice (We Do)

**Materials:**

- 2-colored counters (20 per student)
- Division mat (1 per student)
- Think Multiply to Divide Cards (1 set per student – See Session 1)

**We Do Together:** (Teacher Actions)

- Say the division problem and write the answer if you know it.
- Use counters, a division mat and equation cards (*Division* and *Think Multiply to Divide*) to find or check your answer.

1.  $10 \div 2 = \underline{\quad}$	2.  $12 \div 3 = \underline{\quad}$
3.  $15 \div 3 = \underline{\quad}$	4.  $16 \div 4 = \underline{\quad}$



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide numbers by 1 to 10

## Session 2: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to divide numbers using counters and a “think multiply to divide” strategy.

5. $9 \div 3 = \underline{\quad}$	6. $20 \div 4 = \underline{\quad}$
7. $15 \div 3 = \underline{\quad}$	8. $25 \div 5 = \underline{\quad}$
9. $20 \div 4 = \underline{\quad}$	10. $12 \div 4 = \underline{\quad}$



# Quick Check - Form B

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide numbers by 1 to 10.

**Directions:** When you are told to begin, answer as many division problems as you can.  
(Work Time: 60 seconds)

$56 \div 8 = \underline{\quad}$

$36 \div 4 = \underline{\quad}$

$15 \div 3 = \underline{\quad}$

$54 \div 9 = \underline{\quad}$

$42 \div 6 = \underline{\quad}$

$63 \div 7 = \underline{\quad}$

$40 \div 8 = \underline{\quad}$

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

$24 \div 3 = \underline{\quad}$

$30 \div 10 = \underline{\quad}$

$36 \div 6 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$64 \div 8 = \underline{\quad}$

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

$28 \div 7 = \underline{\quad}$

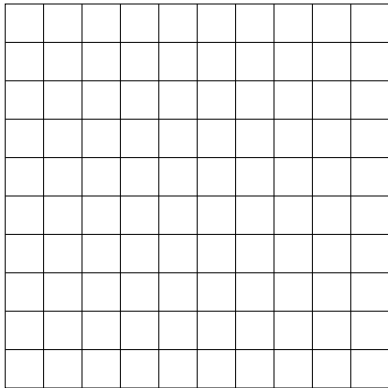
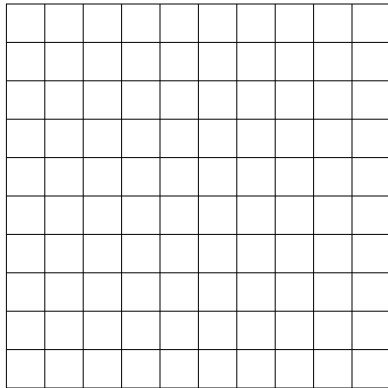
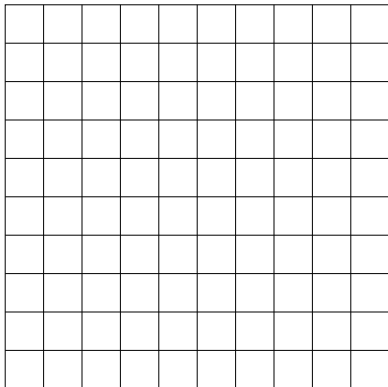
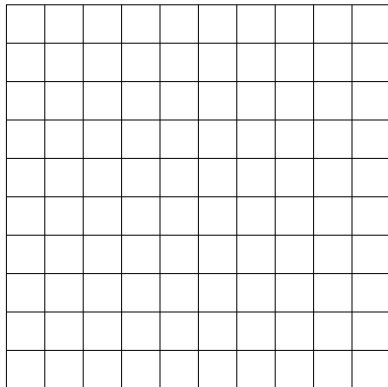
Number Correct =

**Learning Target:** I will divide numbers by 1 to 10

## Session 3: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the division problem and write the answer if you know it.
- Use a “think multiply to divide” strategy and a break-apart drawing to find or check your answer.

<p><b>1.</b></p> <p><math>27 \div 3 = \underline{\quad}</math></p> 	<p><b>2.</b></p> <p><math>28 \div 4 = \underline{\quad}</math></p> 
<p><b>3.</b></p> <p><math>42 \div 6 = \underline{\quad}</math></p> 	<p><b>4.</b></p> <p><math>48 \div 8 = \underline{\quad}</math></p> 

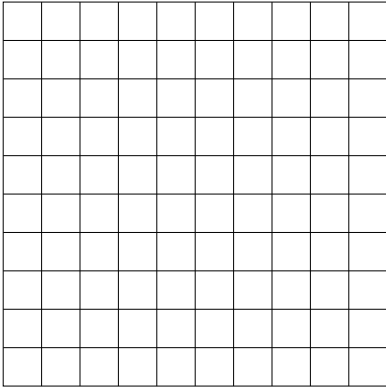
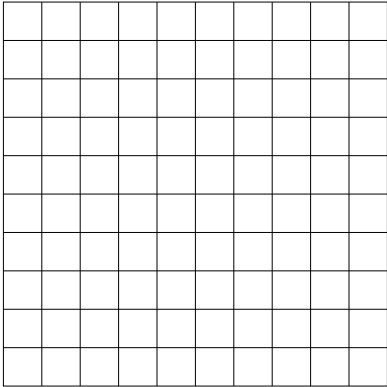
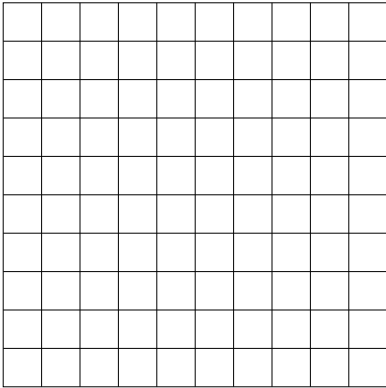
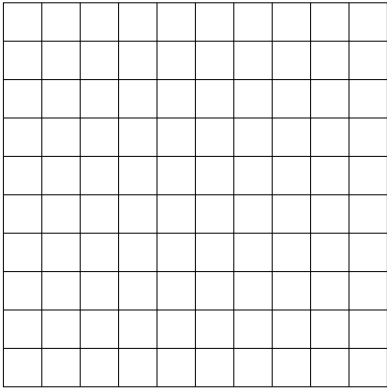
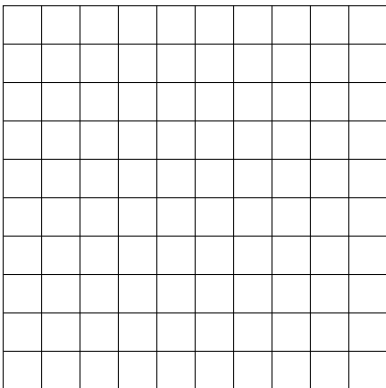
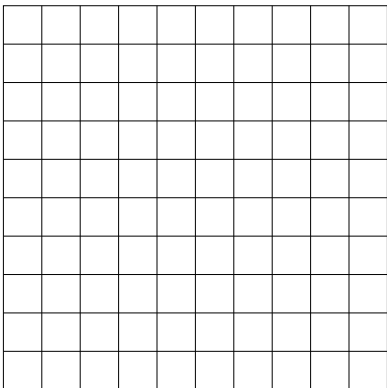


**Learning Target:** I will divide numbers by 1 to 10

## Session 3: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to divide numbers using a think multiply to divide strategy.

<p>5.</p> $28 \div 7 = \underline{\quad}$ 	<p>6.</p> $54 \div 9 = \underline{\quad}$ 
<p>7.</p> $56 \div 8 = \underline{\quad}$ 	<p>8.</p> $42 \div 7 = \underline{\quad}$ 
<p>9.</p> $54 \div 6 = \underline{\quad}$ 	<p>10.</p> $72 \div 9 = \underline{\quad}$ 



# Quick Check - Form C

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide numbers by 1 to 10.

**Directions:** When you are told to begin, answer as many division problems as you can.

(Work Time: 60 seconds)

$36 \div 4 = \underline{\quad}$

$56 \div 7 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$30 \div 10 = \underline{\quad}$

$36 \div 6 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$64 \div 8 = \underline{\quad}$

$54 \div 6 = \underline{\quad}$

$18 \div 9 = \underline{\quad}$

$12 \div 4 = \underline{\quad}$

$63 \div 7 = \underline{\quad}$

$40 \div 5 = \underline{\quad}$

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

$42 \div 6 = \underline{\quad}$

$28 \div 7 = \underline{\quad}$

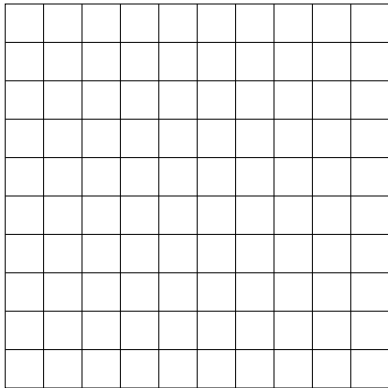
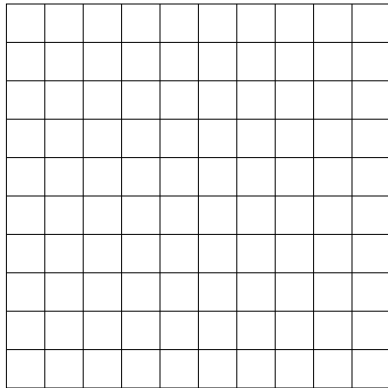
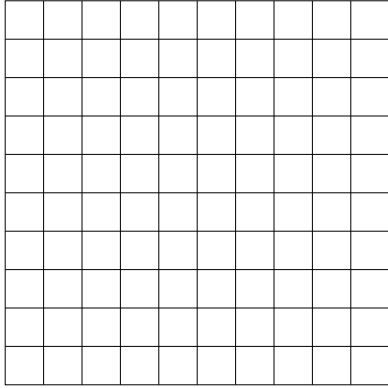
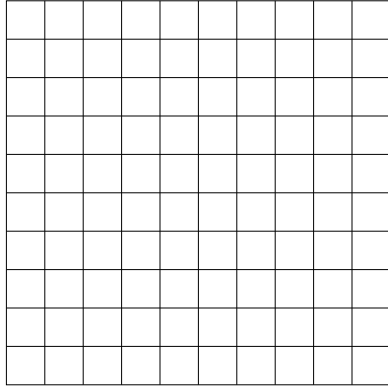
Number Correct =

**Learning Target:** I will divide numbers by 1 to 10

## Session 4: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the division problem and write the answer if you know it.
- Use a “think multiply to divide” strategy and a break-apart drawing to find or check your answer.

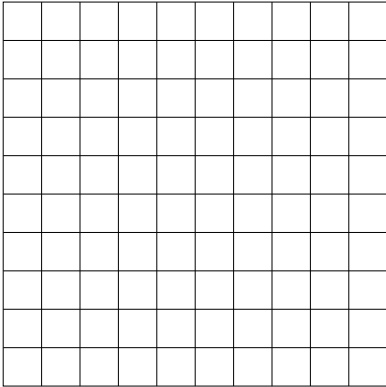
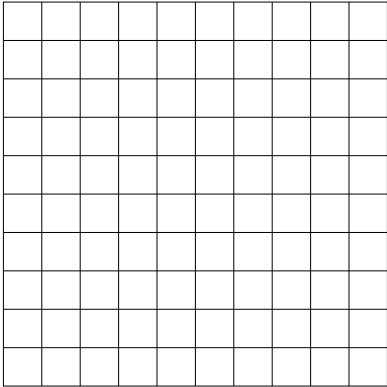
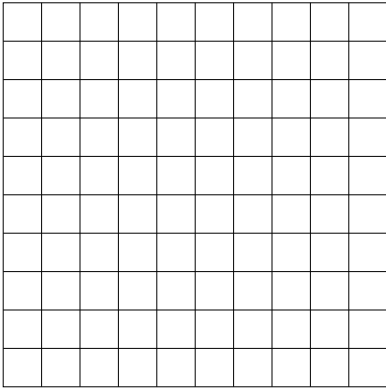
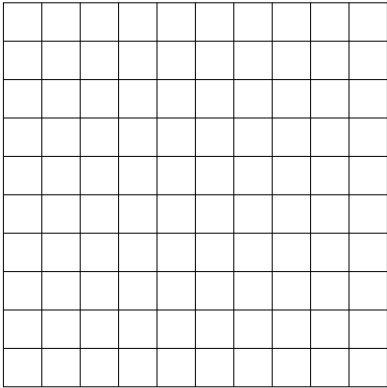
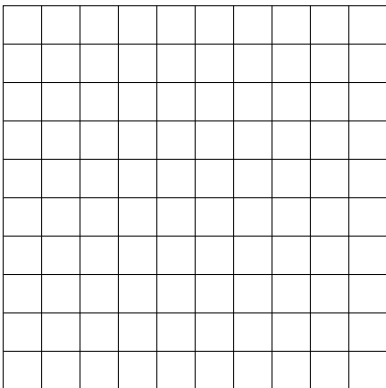
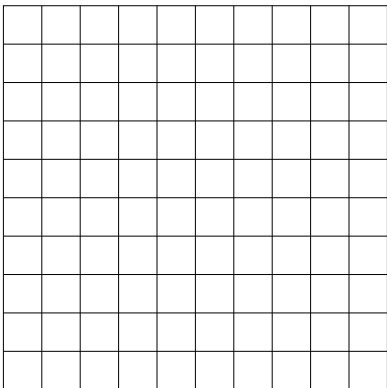
<p><b>1.</b></p> <p><math>24 \div 3 = \underline{\quad}</math></p> 	<p><b>2.</b></p> <p><math>36 \div 4 = \underline{\quad}</math></p> 
<p><b>3.</b></p> <p><math>48 \div 8 = \underline{\quad}</math></p> 	<p><b>4.</b></p> <p><math>42 \div 6 = \underline{\quad}</math></p> 

**Learning Target:** I will divide numbers by 1 to 10

## Session 4: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to divide numbers using a think multiply to divide strategy.

<p>5.</p> $28 \div 4 = \underline{\quad}$ 	<p>6.</p> $54 \div 6 = \underline{\quad}$ 
<p>7.</p> $56 \div 7 = \underline{\quad}$ 	<p>8.</p> $45 \div 9 = \underline{\quad}$ 
<p>9.</p> $54 \div 9 = \underline{\quad}$ 	<p>10.</p> $72 \div 8 = \underline{\quad}$ 



# Quick Check - Form D

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide numbers by 1 to 10.

**Directions:** When you are told to begin, answer as many division problems as you can.  
(Work Time: 60 seconds)

$54 \div 9 = \underline{\quad}$

$36 \div 4 = \underline{\quad}$

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

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

$42 \div 6 = \underline{\quad}$

$63 \div 9 = \underline{\quad}$

$40 \div 5 = \underline{\quad}$

$56 \div 8 = \underline{\quad}$

$64 \div 8 = \underline{\quad}$

$28 \div 7 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$30 \div 10 = \underline{\quad}$

$36 \div 9 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$12 \div 3 = \underline{\quad}$

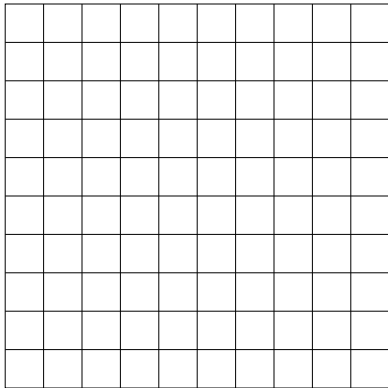
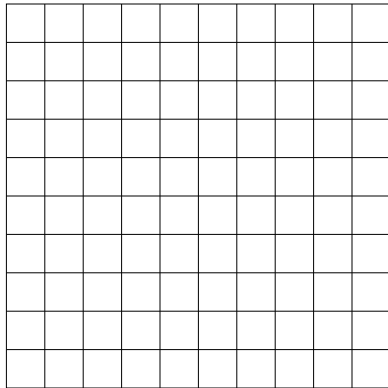
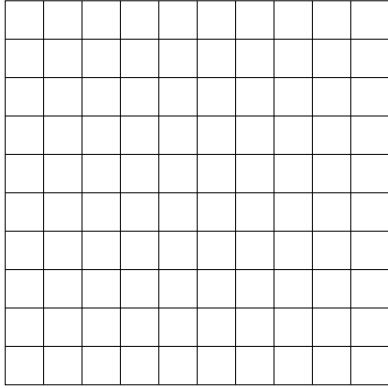
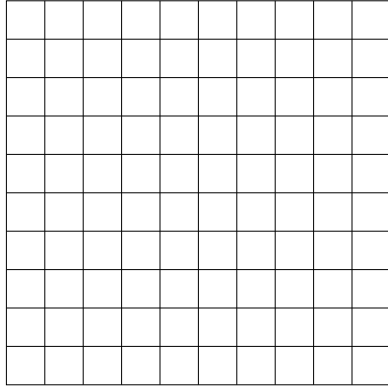
Number Correct =

**Learning Target:** I will divide numbers by 1 to 10

## Session 5: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the division problem and write the answer if you know it.
- Use a “think multiply to divide” strategy and a break-apart drawing to find or check your answer.

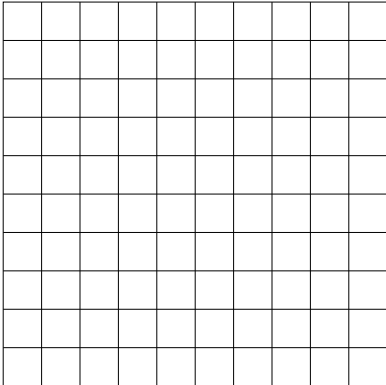
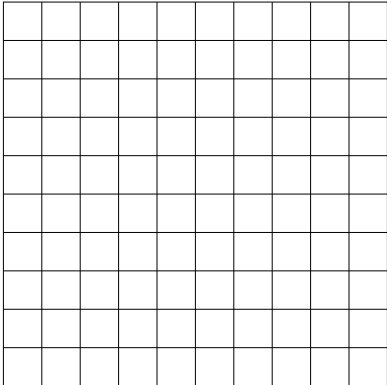
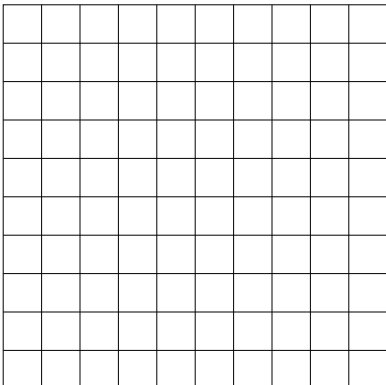
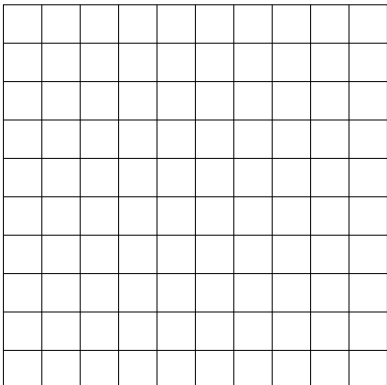
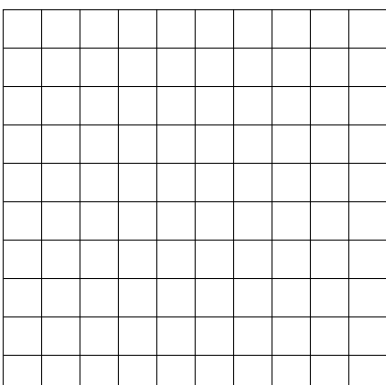
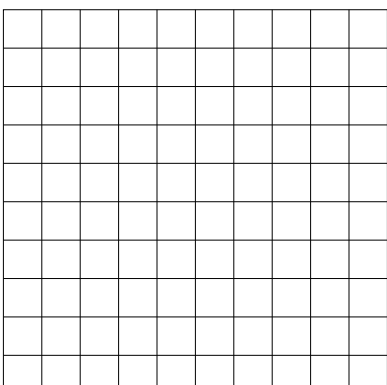
<p><b>1.</b></p> <p><math>42 \div 7 = \underline{\quad}</math></p> 	<p><b>2.</b></p> <p><math>54 \div 9 = \underline{\quad}</math></p> 
<p><b>3.</b></p> <p><math>28 \div 4 = \underline{\quad}</math></p> 	<p><b>4.</b></p> <p><math>56 \div 8 = \underline{\quad}</math></p> 

**Learning Target:** I will divide numbers by 1 to 10

## Session 5: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to divide numbers using a think multiply to divide strategy.

<p>5.</p> $42 \div 6 = \underline{\quad}$ 	<p>6.</p> $28 \div 7 = \underline{\quad}$ 
<p>7.</p> $48 \div 8 = \underline{\quad}$ 	<p>8.</p> $27 \div 3 = \underline{\quad}$ 
<p>9.</p> $54 \div 6 = \underline{\quad}$ 	<p>10.</p> $63 \div 9 = \underline{\quad}$ 



# Quick Check - Form E

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide numbers by 1 to 10.

**Directions:** When you are told to begin, answer as many division problems as you can.  
(Work Time: 60 seconds)

$56 \div 8 = \underline{\quad}$

$36 \div 4 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$30 \div 10 = \underline{\quad}$

$36 \div 6 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$64 \div 8 = \underline{\quad}$

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

$18 \div 9 = \underline{\quad}$

$42 \div 6 = \underline{\quad}$

$63 \div 7 = \underline{\quad}$

$40 \div 5 = \underline{\quad}$

$54 \div 6 = \underline{\quad}$

$12 \div 3 = \underline{\quad}$

$28 \div 7 = \underline{\quad}$

Number Correct =





Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will divide numbers by 1 to 10

## Session 6: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the division problem and write the answer if you know it.
- Use a “think multiply to divide” strategy and number bonds to find or check your answer.

1.  $24 \div 3 = \underline{\hspace{2cm}}$	2.  $28 \div 4 = \underline{\hspace{2cm}}$
3.  $42 \div 7 = \underline{\hspace{2cm}}$	4.  $72 \div 8 = \underline{\hspace{2cm}}$



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide numbers by 1 to 10

## Session 6: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to divide the numbers by 1 to 10.

5. $54 \div 9 = \underline{\hspace{2cm}}$	6. $42 \div 6 = \underline{\hspace{2cm}}$
7. $64 \div 8 = \underline{\hspace{2cm}}$	8. $56 \div 7 = \underline{\hspace{2cm}}$
9. $63 \div 7 = \underline{\hspace{2cm}}$	10. $54 \div 6 = \underline{\hspace{2cm}}$
11. $36 \div 4 = \underline{\hspace{2cm}}$	12. $56 \div 8 = \underline{\hspace{2cm}}$
13. $48 \div 8 = \underline{\hspace{2cm}}$	14. $32 \div 4 = \underline{\hspace{2cm}}$



# Quick Check - Form F

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide numbers by 1 to 10.

**Directions:** When you are told to begin, answer as many division problems as you can.  
(Work Time: 60 seconds)

$56 \div 8 = \underline{\quad}$

$36 \div 4 = \underline{\quad}$

$15 \div 3 = \underline{\quad}$

$54 \div 9 = \underline{\quad}$

$42 \div 6 = \underline{\quad}$

$63 \div 7 = \underline{\quad}$

$40 \div 8 = \underline{\quad}$

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

$24 \div 3 = \underline{\quad}$

$30 \div 10 = \underline{\quad}$

$36 \div 6 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$64 \div 8 = \underline{\quad}$

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

$28 \div 7 = \underline{\quad}$

Number Correct =



Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will divide numbers by 1 to 10

## Session 7: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the division problem and write the answer if you know it.
- Use a “think multiply to divide” strategy and number bonds to find or check your answer.

1.  $27 \div 3 = \underline{\hspace{2cm}}$	2.  $32 \div 4 = \underline{\hspace{2cm}}$
3.  $35 \div 7 = \underline{\hspace{2cm}}$	4.  $56 \div 8 = \underline{\hspace{2cm}}$



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide numbers by 1 to 10

## Session 7: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to divide the numbers by 1 to 10.

5. $54 \div 6 = \underline{\hspace{2cm}}$	6. $42 \div 6 = \underline{\hspace{2cm}}$
7. $64 \div 8 = \underline{\hspace{2cm}}$	8. $56 \div 7 = \underline{\hspace{2cm}}$
9. $63 \div 9 = \underline{\hspace{2cm}}$	10. $54 \div 9 = \underline{\hspace{2cm}}$
11. $36 \div 4 = \underline{\hspace{2cm}}$	12. $72 \div 8 = \underline{\hspace{2cm}}$
13. $48 \div 8 = \underline{\hspace{2cm}}$	14. $28 \div 4 = \underline{\hspace{2cm}}$



# Quick Check - Form G

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide numbers by 1 to 10.

**Directions:** When you are told to begin, answer as many division problems as you can.  
(Work Time: 60 seconds)

$36 \div 4 = \underline{\quad}$

$56 \div 7 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$30 \div 10 = \underline{\quad}$

$36 \div 6 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$64 \div 8 = \underline{\quad}$

$54 \div 6 = \underline{\quad}$

$18 \div 9 = \underline{\quad}$

$12 \div 4 = \underline{\quad}$

$63 \div 7 = \underline{\quad}$

$40 \div 5 = \underline{\quad}$

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

$42 \div 6 = \underline{\quad}$

$28 \div 7 = \underline{\quad}$

Number Correct =



Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will divide numbers by 1 to 10

## Session 8: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the division problem and write the answer if you know it.
- Use a “think multiply to divide” strategy and number bonds to find or check your answer.

1.  $36 \div 4 = \underline{\hspace{2cm}}$	2.  $54 \div 9 = \underline{\hspace{2cm}}$
3.  $42 \div 6 = \underline{\hspace{2cm}}$	4.  $63 \div 7 = \underline{\hspace{2cm}}$



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide numbers by 1 to 10

## Session 8: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to divide the numbers by 1 to 10.

5. $28 \div 4 = \underline{\hspace{2cm}}$	6. $42 \div 7 = \underline{\hspace{2cm}}$
7. $49 \div 7 = \underline{\hspace{2cm}}$	8. $56 \div 8 = \underline{\hspace{2cm}}$
9. $72 \div 8 = \underline{\hspace{2cm}}$	10. $54 \div 6 = \underline{\hspace{2cm}}$
11. $24 \div 3 = \underline{\hspace{2cm}}$	12. $56 \div 7 = \underline{\hspace{2cm}}$
13. $48 \div 6 = \underline{\hspace{2cm}}$	14. $32 \div 4 = \underline{\hspace{2cm}}$





# Quick Check - Form H

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide numbers by 1 to 10.

**Directions:** When you are told to begin, answer as many division problems as you can.  
(Work Time: 60 seconds)

$54 \div 9 = \underline{\quad}$

$36 \div 4 = \underline{\quad}$

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

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

$42 \div 6 = \underline{\quad}$

$63 \div 9 = \underline{\quad}$

$40 \div 5 = \underline{\quad}$

$56 \div 8 = \underline{\quad}$

$64 \div 8 = \underline{\quad}$

$28 \div 7 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$30 \div 10 = \underline{\quad}$

$36 \div 9 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$12 \div 3 = \underline{\quad}$

Number Correct =