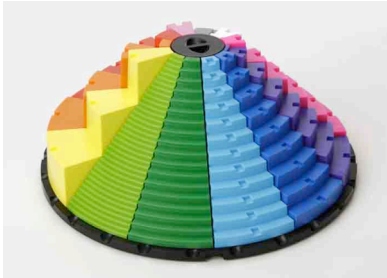


Activity D.2: Land Grab for Division (without remainders)		
<p>Special Note: This is similar to C.5a &amp; C.5b Land Grab for Multiplication except now the students must tell you the division problem represented by each token. Role playing is important.</p>		
<p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1) Develop fluency in division.</li> <li>2) Develop ability to work flexibly with numbers.</li> <li>3) Develop reasoning skills.</li> </ol> <p>Examples of Skills Accomplished:</p> <ol style="list-style-type: none"> <li>1) <math>56 \div 8 = 7</math>.</li> <li>2) <math>42 \div 7 = 6</math>.</li> </ol>	<p>Setup:</p> <ol style="list-style-type: none"> <li>1) Put staircases in counterclockwise sequence <math>1x \rightarrow 12x</math>.</li> <li>2) Place an award or surprise in the treasure trove.</li> <li>3) The rest of the setup is part of the game.</li> </ol>	<p>Maximum Number of Players for Small Group Activities: 6</p> <p>Players Positions: Standing</p> 
<p>Review:</p> <ol style="list-style-type: none"> <li>1) "Put the multiples on Zillio" means placing the correct token in each notch of all staircases in use number side up.</li> <li>2) "Put the multiples on Zillio blank side up" means after the multiples have been placed and checked, the tokens should be turned over blank side up in place.</li> </ol> <p>Activities:</p> <ol style="list-style-type: none"> <li>1) Assign students foam cards and staircases.</li> <li>2) Instruct them to put multiples on Zillio <u>blank side up</u>.</li> <li>3) Game Objective: Explain that right now you as a land baron or royalty own the entire mountain. Any step that has a token blank side up on it is yours. Students must play together as a team to try to claim as much of your territory as possible before time is up. They capture territory by knowing the division fact associated</li> </ol>		<p>Hint:</p> <p>If you want to play with several groups in succession, begin with the group that would benefit from putting the multiples on the mountain. When they are done playing, have them turn the tokens over blank side up, for the next group to begin with the multiples already blank side up.</p>

with each step. When they have successfully claimed territory, and you agree, they may turn the token over number side up to indicate that they now own the step.

- 4) Players do not need to take turns. Allow them to point to any token and say the appropriate division number sentence that explains the step's elevation. For example, for a token on the fifth step of the 3x staircase, the player should say "15 grouped by 3's = 5 groups" or "15 divided by 3 = 5"; however they must have your attention and you must say "yes" before they are allowed to turn over the tokens to claim the step for the team.
- 5) At the end of the play, or whenever you call time players count up all the steps with tokens number side up to determine their final score. If they have captured all possible steps (or some pre-determined number), they get to look at the surprise in the treasure trove.

Hint:

- The problem should state what is being modeled. Players should say  $15 \div 3 = 5$  when working on the 3x staircase and  $15 \div 5 = 3$  when working on the 5x staircase.
- To make the play more challenging rotate Zillio once or twice during play so players have to solve problems with a variety of divisors.

Observe and Assess:

- 1) Which players on the teams are most fluent in division and which are not.
- 2) Which division problems are giving the teams the most trouble.
- 3) How well individual students handle competition.

Group Discussion & Review of Findings:  
N/A

Transition to Paper:

- 1) Assign the reproducible for either class work or homework.



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

**a)**  $12 \div 1 = 12$

**b)**  $21 \div 7 = 3$

**c)**  $17 \div 4 = 4 \text{ r } 1$

**d)**  $40 \div 12 = 3 \text{ r } 4$

**e)**  $45 \div 5 = 9$

**f)**  $20 \div 2 = 10$

**g)**  $28 \div 9 = 3 \text{ r } 1$

**h)**  $48 \div 7 = 6 \text{ r } 6$