

**SESSION : 6**

**CLASS : 3**

**SUBJECT : MATHEMATICS**

**CHAPTER NUMBER: 6**

**CHAPTER NAME : DIVISION**

**SUBTOPIC : DIVISION BY A 2-DIGIT NUMBER**

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**CHANGING YOUR TOMORROW**

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# DIVISION

## DIVISION BY A 2-DIGIT NUMBER

EXAMPLE :

DIVIDE

MULTIPLY

SUBTRACT

BRING DOWN

$$\begin{array}{r} 3 \\ \hline 15) 543 \\ \hline \end{array}$$

$$54 \div 15$$

$$\begin{array}{r} 3 \\ \hline 15) 543 \\ - 45 \\ \hline \end{array}$$

$$15 \times 3$$

$$\begin{array}{r} 3 \\ \hline 15) 543 \\ - 45 \\ \hline 9 \end{array}$$

$$54 - 45$$

$$\begin{array}{r} 3 \\ \hline 15) 543 \\ - 45 \\ \hline 93 \end{array}$$

3 ↓

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S



# DIVISION

## DIVISION BY A 2-DIGIT NUMBER

DIVIDE

$$\begin{array}{r} 36 \\ 15 \overline{)543} \\ -45 \\ \hline 93 \end{array}$$

$$93 \div 15$$

MULTIPLY

$$\begin{array}{r} 36 \\ 15 \overline{)543} \\ -45 \\ \hline 93 \\ -90 \\ \hline 0 \end{array}$$

$$15 \times 6$$

SUBTRACT

$$\begin{array}{r} 36 \\ 15 \overline{)543} \\ -45 \\ \hline 93 \\ -90 \\ \hline 3 \end{array}$$

$$93 - 90$$

BRING DOWN

As there is no more digits so there is nothing to bring down and 3 is the remainder.



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Now let us see when you do not know the multiplication table of the divisor:

EXAMPLE :  $963 \div 13$

$$\begin{array}{r} 7 \ 4 \longrightarrow Q \\ \hline 13 \overline{)9 \ 6 \ 3} \\ - 9 \ 1 \\ \hline 5 \ 3 \\ - 5 \ 2 \\ \hline 1 \longrightarrow R \end{array}$$

$$\begin{array}{r} 1 \ 3 \\ \times 7 \\ \hline 9 \ 1 \end{array}$$

$$\begin{array}{r} 1 \ 3 \\ \times 4 \\ \hline 5 \ 2 \end{array}$$



*MATHS*

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EXAMPLE :  $749 \div 21$

$$\begin{array}{r} 3 \ 5 \longrightarrow Q \\ \hline 21 \overline{)7 \ 4 \ 9} \\ - 6 \ 3 \\ \hline 1 \ 1 \ 9 \\ - 1 \ 0 \ 5 \\ \hline 1 \ 4 \longrightarrow R \end{array}$$

$$\begin{array}{r} 2 \ 1 \\ \times 3 \\ \hline 6 \ 3 \end{array}$$

$$\begin{array}{r} 2 \ 1 \\ \times 5 \\ \hline 1 \ 0 \ 5 \end{array}$$



**Exercise-6 B -Q.No A -7 to 12  
bk. pg. 87  
in notebook.**



# DIVISION

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A. Divide the following in your notebook.

7)  $963 \div 13$

$$\begin{array}{r} 7 \ 4 \longrightarrow Q \\ 13 \overline{)9 \ 6 \ 3} \\ -9 \ 1 \\ \hline 5 \ 3 \\ -5 \ 2 \\ \hline 1 \longrightarrow R \end{array}$$

$$\begin{array}{r} 1 \ 3 \\ \times 7 \\ \hline 9 \ 1 \end{array}$$

$$\begin{array}{r} 1 \ 3 \\ \times 4 \\ \hline 5 \ 2 \end{array}$$

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8)  $675 \div 32$

$$\begin{array}{r} 2 \ 1 \\ \hline 32 \overline{)6 \ 7 \ 5} \\ - 6 \ 4 \\ \hline 3 \ 5 \\ - 3 \ 2 \\ \hline 3 \end{array} \rightarrow Q$$

$$\begin{array}{r} 3 \ 2 \\ \times 2 \\ \hline 6 \ 4 \end{array}$$

$$\begin{array}{r} 3 \ 2 \\ \times 1 \\ \hline 3 \ 2 \end{array}$$

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9)  $543 \div 15$

$$\begin{array}{r} 3 \ 6 \longrightarrow Q \\ \hline 15 \overline{)5 \ 4 \ 3} \\ - 4 \ 5 \\ \hline 9 \ 3 \\ - 9 \ 0 \\ \hline 3 \longrightarrow R \end{array}$$

$$\begin{array}{r} 1 \ 5 \\ \times 3 \\ \hline 4 \ 5 \end{array}$$

$$\begin{array}{r} 1 \ 5 \\ \times 6 \\ \hline 9 \ 0 \end{array}$$

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$$10) 952 \div 14$$

$$\begin{array}{r} 6 \ 8 \longrightarrow Q \\ \hline 14 \overline{)9 \ 5 \ 2} \\ - 8 \ 4 \\ \hline 1 \ 1 \ 2 \\ - 1 \ 1 \ 2 \\ \hline 0 \longrightarrow R \end{array}$$

$$\begin{array}{r} 1 \ 4 \\ \times \ 6 \\ \hline 8 \ 4 \end{array}$$

$$\begin{array}{r} 1 \ 4 \\ \times \ 8 \\ \hline 11 \ 2 \end{array}$$

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11)  $577 \div 23$

$$\begin{array}{r} 2 \ 3 \longrightarrow Q \\ \hline 2 \ 3 \ \overline{)5 \ 7 \ 7} \\ - 4 \ 6 \\ \hline 1 \ 1 \ 7 \\ - 1 \ 1 \ 5 \\ \hline 2 \longrightarrow R \end{array}$$

$$\begin{array}{r} 2 \ 3 \\ \times 2 \\ \hline 4 \ 6 \end{array}$$

$$\begin{array}{r} 2 \ 3 \\ \times 5 \\ \hline 11 \ 5 \end{array}$$

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12)  $742 \div 22$

$$\begin{array}{r} 3 \ 3 \\ \overline{2 \ 2 \ \Big) 7 \ 4 \ 2} \\ - 6 \ 6 \\ \hline 8 \ 2 \\ - 6 \ 6 \\ \hline 1 \ 6 \ \rightarrow R \end{array}$$

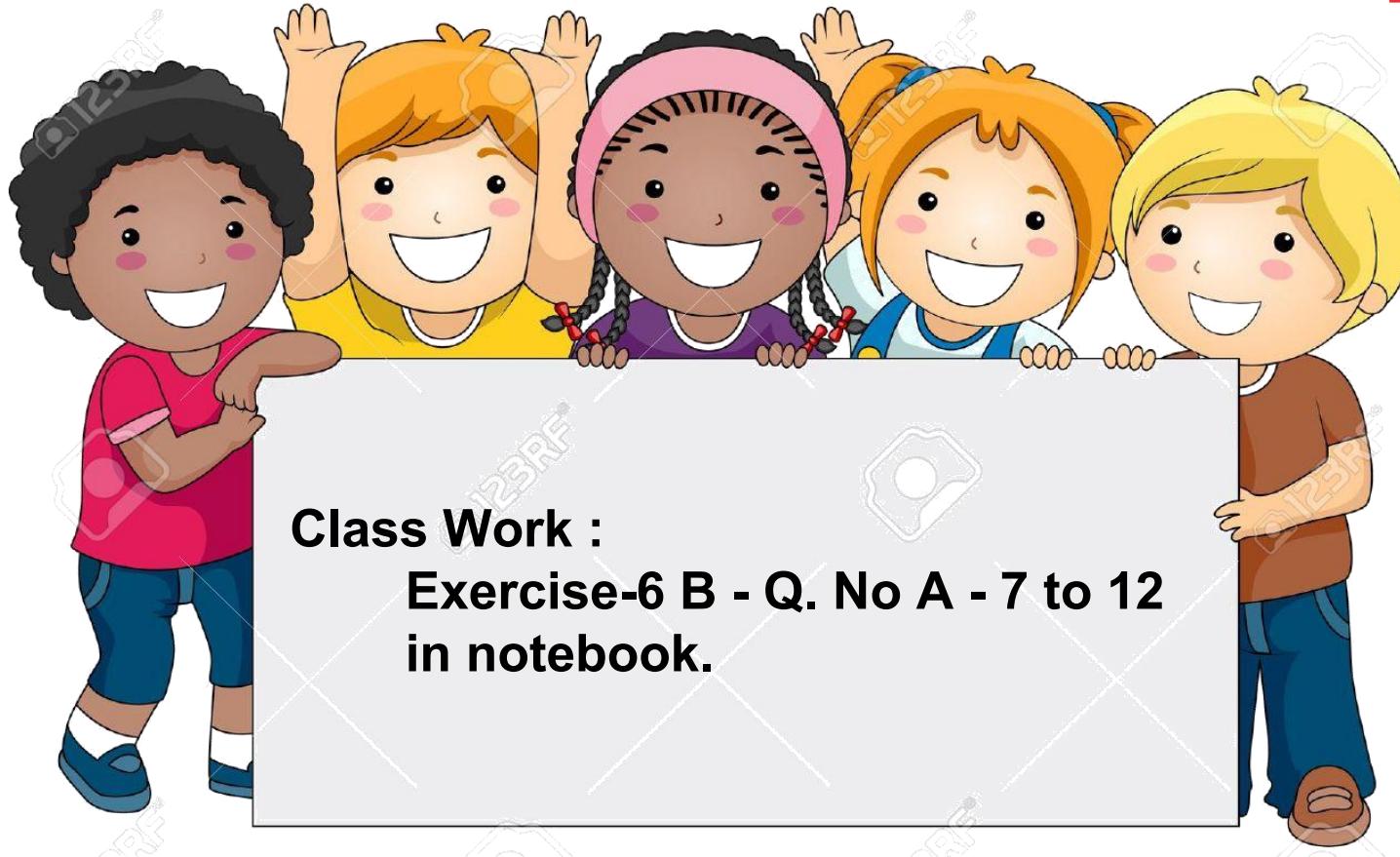
Q

$$\begin{array}{r} 2 \ 2 \\ \times 3 \\ \hline 6 \ 6 \end{array}$$

$$\begin{array}{r} 2 \ 2 \\ \times 3 \\ \hline 6 \ 6 \end{array}$$

# DIVISION

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## LEARNING OUTCOME:

**Children are confident to determine that division is dividing objects into equal groups. Define these terms: dividend, divisor, and quotient. Recognize that division is the opposite of multiplication. Explain division. Perform division and divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.**



**THANKING YOU  
ODM EDUCATIONAL  
GROUP**