Master 114: Activity 42 Assessment
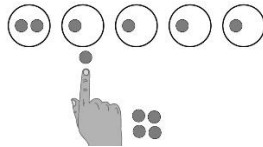## Repeated Subtraction and Division

Repeated Subtraction and Division Behaviours/Strategies

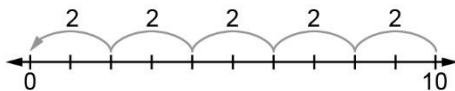| 1. Student identifies what is known and what needs to be found in division problem.	2. Student models and concretely shares items equally.	3. Student uses drawings to represent equal sharing and grouping situations.
Ben has 10 strawberries to share equally among 5 fruit smoothies. How many strawberries can he put in each? "I know there are 5 equal groups, and I need to find how many are in each group."	"1 for you and 1 for you,…"	Ben has 10 scoops of ice cream. He puts 2 scoops on a cone. How many ice cream cones can he make? "I drew 2 scoops of ice cream on each cone until I had 10 scoops altogether. There are 5 cones."

Observations/Documentation

Repeated Subtraction and Division Behaviours/Strategies

4. Student uses repeated subtraction to represent equal sharing and grouping situations.	5. Student understands the relation between repeated subtraction and division.	6. Student models and solves equal sharing and grouping situations using a variety of strategies and uses inverse relations to check.
$10 - 2 - 2 - 2 - 2 - 2 = 0$ "There are 5 groups of 2."	$10 - 2 - 2 - 2 - 2 - 2 = 0$ $10 \div 2 = 5$	$10 \div 2 = 5$ "Since $5 \times 2 = 10$. I know my answer is correct."

Observations/Documentation