

1. Use repeated subtraction to model the division problem  $16 \div 4$ .  
 (NOTE: be sure and stack the subtraction vertically. Stringing it together horizontally will show  $16=0$  which is not true).

2. Use the measurement model to demonstrate the division problem  $36 \div 9$ .

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3. Use the missing-factor model to demonstrate the division problem  $56 \div 8$ .

4. Use the number line model to demonstrate the division problem  $10 \div 2$ .

5. Write a story problem that asks the division problem  $60 \div 12$ . Carefully craft the story to appeal to young students and make sense. Then indicate which models are appropriate for students to use to solve the problem. Give one model solution.