

# **THE JUMBO BOOK** **OF** **VISUAL DIVISION** **STRATEGY FLASHCARDS** **SAMPLER**

## **FLASHCARD GAMES INCLUDE**

- **FACT FAMILIES**
- **ARRAY IT!**
- **EQUAL GROUP IT!**
- **WHAT'S MISSING?**
- **CLIP IT!**
- **PICTURE IT!**



**MATH FACT FLUENCY PLAYGROUND, LLC.**

# **THE JUMBO BOOK OF VISUAL DIVISION STRATEGY FLASHCARDS**

**MATH FACT FLUENCY PLAYGROUND LLC  
BRIDGEPORT, CT**

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To contact the author for speaking workshops or ordering books in bulk, contact us at [info@mathfactfluencyplayground.com](mailto:info@mathfactfluencyplayground.com)

**\* ISBN NUMBER HERE WITH SPACES ABOVE AND BELOW\***

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Flashcards created by  
Dr. Nicki Newton

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# **EXERCISING YOUR BRAIN!**

**THIS BOOK WILL HELP YOU PRACTICE YOUR MATH FACT FLUENCY! MATH FACT FLUENCY IS 3 THINGS:**

**1. GETTING THE CORRECT ANSWER AND KNOWING HOW TO EXPLAIN IT.**

**2. BEING ABLE TO THINK FLEXIBLY (KNOWING LOTS OF WAYS TO PLAY AROUND WITH THE NUMBERS).**

**3. BEING EFFICIENT (WHICH MEANS YOU CAN FIND A WAY TO DO IT THAT IS QUICK AND EASY)!**

**PRACTICING IN MANY DIFFERENT WAYS WILL HELP YOU TO BECOME AUTOMATIC! THIS MEANS YOU DON'T EVEN HAVE TO THINK ABOUT THE PROBLEM, YOU JUST KNOW IT!**

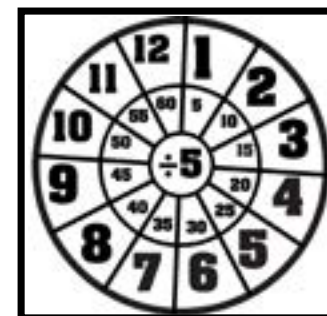
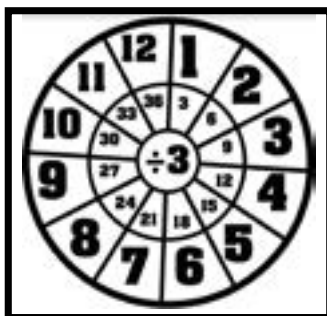
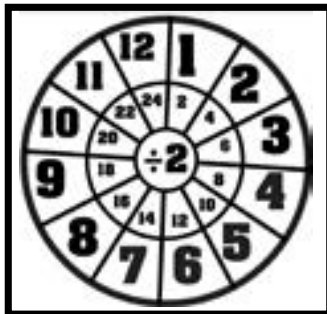
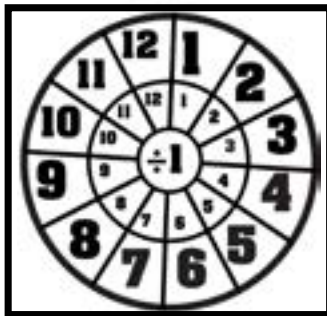
**THESE VISUAL MATH FLASHCARDS WILL DO ALL OF THE ABOVE.**

**HAPPY MATHING!**





**THIS PAGE HAS A FEW TOOLS TO HELP YOU SOLVE THE PROBLEMS. HERE ARE SOME DIVISION WHEELS AND DIVISION TABLES.**



÷DIVISION÷			
<b>÷1</b> $1 \div 1 = 1$ $2 \div 1 = 2$ $3 \div 1 = 3$ $4 \div 1 = 4$ $5 \div 1 = 5$ $6 \div 1 = 6$ $7 \div 1 = 7$ $8 \div 1 = 8$ $9 \div 1 = 9$ $10 \div 1 = 10$ $11 \div 1 = 11$ $12 \div 1 = 12$	<b>÷2</b> $2 \div 2 = 1$ $4 \div 2 = 2$ $6 \div 2 = 3$ $8 \div 2 = 4$ $10 \div 2 = 5$ $12 \div 2 = 6$ $14 \div 2 = 7$ $16 \div 2 = 8$ $18 \div 2 = 9$ $20 \div 2 = 10$ $22 \div 2 = 11$ $24 \div 2 = 12$	<b>÷3</b> $3 \div 3 = 1$ $6 \div 3 = 2$ $9 \div 3 = 3$ $12 \div 3 = 4$ $15 \div 3 = 5$ $18 \div 3 = 6$ $21 \div 3 = 7$ $24 \div 3 = 8$ $27 \div 3 = 9$ $30 \div 3 = 10$ $33 \div 3 = 11$ $36 \div 3 = 12$	<b>÷4</b> $4 \div 4 = 1$ $8 \div 4 = 2$ $12 \div 4 = 3$ $16 \div 4 = 4$ $20 \div 4 = 5$ $24 \div 4 = 6$ $28 \div 4 = 7$ $32 \div 4 = 8$ $36 \div 4 = 9$ $40 \div 4 = 10$ $44 \div 4 = 11$ $48 \div 4 = 12$
<b>÷5</b> $5 \div 5 = 1$ $10 \div 5 = 2$ $15 \div 5 = 3$ $20 \div 5 = 4$ $25 \div 5 = 5$ $30 \div 5 = 6$ $35 \div 5 = 7$ $40 \div 5 = 8$ $45 \div 5 = 9$ $50 \div 5 = 10$ $55 \div 5 = 11$ $60 \div 5 = 12$	<b>÷6</b> $6 \div 6 = 1$ $12 \div 6 = 2$ $18 \div 6 = 3$ $24 \div 6 = 4$ $30 \div 6 = 5$ $36 \div 6 = 6$ $42 \div 6 = 7$ $48 \div 6 = 8$ $54 \div 6 = 9$ $60 \div 6 = 10$ $66 \div 6 = 11$ $72 \div 6 = 12$	<b>÷7</b> $7 \div 7 = 1$ $14 \div 7 = 2$ $21 \div 7 = 3$ $28 \div 7 = 4$ $35 \div 7 = 5$ $42 \div 7 = 6$ $49 \div 7 = 7$ $56 \div 7 = 8$ $63 \div 7 = 9$ $70 \div 7 = 10$ $77 \div 7 = 11$ $84 \div 7 = 12$	<b>÷8</b> $8 \div 8 = 1$ $16 \div 8 = 2$ $24 \div 8 = 3$ $32 \div 8 = 4$ $40 \div 8 = 5$ $48 \div 8 = 6$ $56 \div 8 = 7$ $64 \div 8 = 8$ $72 \div 8 = 9$ $80 \div 8 = 10$ $88 \div 8 = 11$ $96 \div 8 = 12$
<b>÷9</b> $9 \div 9 = 1$ $18 \div 9 = 2$ $27 \div 9 = 3$ $36 \div 9 = 4$ $45 \div 9 = 5$ $54 \div 9 = 6$ $63 \div 9 = 7$ $72 \div 9 = 8$ $81 \div 9 = 9$ $90 \div 9 = 10$ $99 \div 9 = 11$ $108 \div 9 = 12$	<b>÷10</b> $10 \div 10 = 1$ $20 \div 10 = 2$ $30 \div 10 = 3$ $40 \div 10 = 4$ $50 \div 10 = 5$ $60 \div 10 = 6$ $70 \div 10 = 7$ $80 \div 10 = 8$ $90 \div 10 = 9$ $100 \div 10 = 10$ $110 \div 10 = 11$ $120 \div 10 = 12$	<b>÷11</b> $11 \div 11 = 1$ $22 \div 11 = 2$ $33 \div 11 = 3$ $44 \div 11 = 4$ $55 \div 11 = 5$ $66 \div 11 = 6$ $77 \div 11 = 7$ $88 \div 11 = 8$ $99 \div 11 = 9$ $110 \div 11 = 10$ $121 \div 11 = 11$ $132 \div 11 = 12$	<b>÷12</b> $12 \div 12 = 1$ $24 \div 12 = 2$ $36 \div 12 = 3$ $48 \div 12 = 4$ $60 \div 12 = 5$ $72 \div 12 = 6$ $84 \div 12 = 7$ $96 \div 12 = 8$ $108 \div 12 = 9$ $120 \div 12 = 10$ $132 \div 12 = 11$ $144 \div 12 = 12$

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# PROGRESSION OF DIVISION

## RESEARCH NOTES

1 EQUAL GROUPS/ARRAYS  
LEVEL 1: DIVVYING UP BY 1  
LEVEL 2: DIVVYING UP BY MORE THAN 1

2 repeated subtraction

3 skip counting

4 using related multiplication facts

5 Properties

6 learned facts

\*I can model division with equal groups

\*I can model division with arrays

## FLUENCY IS

- 1 EFFICIENCY
- 2 ACCURACY
- 3 FLEXIBILITY

(NRC; Kilpatrick et al., 2001; NCTM 2000; NCTM, 2014).

## JOURNEY TO FLUENCY

LEARNED FACTS

$$25 \div 5$$

UNDERSTANDING THE PROPERTIES

(DIVIDING BY 1; DIVIDING 0 BY A NUMBER; DIVIDING A NUMBER BY ITSELF; IMPOSSIBLE TO DIVIDE BY 0)

$$56 \div 7$$

FACT FAMILIES

$$\begin{array}{l} 8 \div 4 \\ 8 \div 2 \\ 2 \times 4 \\ 4 \times 2 \end{array}$$

DIVIDING A NUMBER BY ITS HALF

$$14 \div 7$$

USING MULTIPLICATION TO THINK ABOUT DIVISION

$$\begin{array}{l} 8 \div 2 \\ 2 \times ? = 8 \end{array}$$

EXPLORING EQUAL GROUPS AND ARRAYS

(DIVVYING UP BY BY MORE THAN 1)

$$12 \div 6$$

EXPLORING EQUAL GROUPS AND ARRAYS

(DIVVYING UP BY 1)

$$6 \div 3$$

**DIVIDING BY**  
2

$$8 \div 2$$

SET A GOAL. MAKE A PLAN. ACHIEVE YOUR GOAL!





# MARBLE DIVISION

These are visual flashcards that show what it means to divide by 2. Students should understand that when they are dividing by 2 that they are splitting the set in half.


# MARBLE DIVISION




  
 $0 \div 2$   
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0  
[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)



  
 $2 \div 2$   
[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)

  
1  
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# **EQUAL GROUP PARTITIVE AND QUOTATIVE DIVISION**

These cards are great for getting students to recognize that there are 2 types of division problems. They can be folded so they are back to back.

# EQUAL GROUP

## Equal Groups

$$10 \div 2 = ?$$

10 marbles divided between 2 kids. How many marbles does each kid get?



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## Equal Groups

$$10 \div 2 = ?$$

10 marbles with 2 each in a box. How many boxes?



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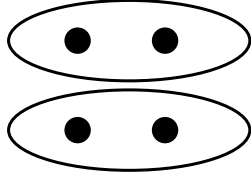
5

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# **ARRAY DIVISION**

# ARRAY DIVISION

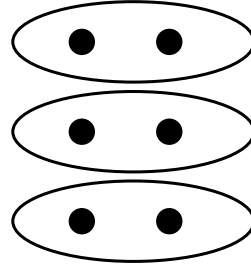


$$4 \div 2$$

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2

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$$6 \div 2$$

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3

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# CLIP CARDS

Clip cards are a great bridge between traditional flashcards and scaffolded ones. There is a small scaffold here because the students have a choice. They know that one of the answers is correct. It could serve to jog their memory. After students work with these cards they could then work with traditional cards with no scaffold.

# CLIP CARDS



DIVIDING BY 1

1 ÷ 1

2

1

3

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DIVIDING BY 1

2 ÷ 1

3

1

2

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# **REGULAR FLASHCARDS**

These are regular flashcards that work on concepts and the properties of division. It is important that students practice explaining what is happening when they are working with each of these problems.

# REGULAR FLASHCARDS



-

DIVIDING 0 BY A NUMBER

-

$0 \div 1 =$

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-

DIVIDING 0 BY A NUMBER

-

$0 \div 1 = 0$

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-

DIVIDING 0 BY A NUMBER

-

$0 \div 2 =$

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-

DIVIDING 0 BY A NUMBER

-

$0 \div 2 = 0$

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# **PUZZLE FLASHCARDS**

These are great cards because they push students to think and reason about numbers. Students have to find a way to pair the numbers so that the equation is balanced on both sides.

# PUZZLE FLASHCARDS

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Fluency Doesn't Just Happen. It is a well planned journey!



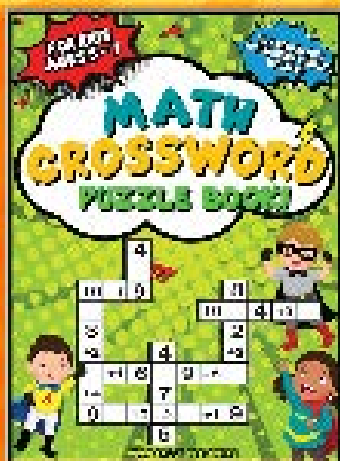
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**!!!**

**THIS ACTIVITY BOOK WAS CREATED TO HELP STUDENTS WITH THEIR BASIC DIVISION FACTS. IT IS A FUN AND ENGAGING WAY FOR STUDENTS TO PRACTICE THEIR FOUNDATIONAL MATH FACTS. PURPOSEFUL, DELIBERATE PRACTICE OVERTIME HELPS STUDENTS TO LEARN THEIR FACTS.**

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