Start

Ss answer the following questions:

- **What is (a) division?**
- **What can you use it for?**
- **When?**
- **When there is a point, what must be done?**

During

Write on the board the three forms in which a division can be written / expressed / illustrated.

Explain the division / form on the right, step by step – get ss helping you with the explanation.

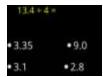"It is a good idea to use colours. It helps ss to differentiate steps."

Try some easy divisions without and with point.

Increase the difficulty little by little.

Tell ss that it is a good idea to think of estimations before doing the math itself. It can lead to the final number / answer.

Write the following division questions on the board. Tell students to think of estimations, and then to try doing the operation to check if the guessing / estimation was right.

T does the operations on the board, using colours, to review the process.

Tell ss that the final results can be used to write fractions as decimal(s) numbers.

Try the first and second operations on the board (page 7) – with ss help.

Let ss try the other four and share the answers with the class.

End

It is time for you to decide on the notes for ss to write.

It could be some tips or step descriptions to work out this math activity – writing fractions in their decimal forms.

Ex.

1.- Write the fraction in case division form.

2.- Add a decimal point where / when a number can't be divided. If there are more numbers, consider the one before and after the point, but if there are not any, add a 0 to the right, and then continue doing the math.

3. Consider the two numbers (the one to the right and the one to the left of the decimal point), and after doing the math, take the point above

the case, in the same position / place.

Continue doing the math.

"Remember, it was just an example; you can try one operation, and get ss using L1 to explain the process, and then, all together, translate the conclusions into English."