**Karen: Long Division**

Karen: Jacob, could you put them in the middle? We’re going to show our division as we go. We’ve been doing our division for a long time, and I don’t think we are still getting the point, why we’re doing this subtracting.

Student: Can I get a ruler?

Karen: Okay, so we have seventy-two, right?

Student: Yeah.

Karen: If we wanted to divide seventy-two by four, what does that mean? What does that mean?

Student: How many fours are in seventy-two?

Karen: It means how many fours are in seventy-two, but what else does it mean?

Student: Hmmm.

Karen: Can I do it another way?

Student: Yeah, long division.

Karen: How can I do it? But when I am doing long division, what am I doing? I can make-what I am finding out is four groups, right? Alright, so let’s find our four groups. So, let’s see. The girls are four girls, right?

Student: Yes.

Karen: Jacob, you’re not paying attention to me. The girls are four girls. So can you divide these up among the girls, Jacob?

Student: Yes.

Karen: Let me see you do that without taking anything apart.

Student: I’ll try.

Karen: One for Natalie. Timmy? Can you give them each a ten? You can’t do it can you?

Student: No.

Karen: Alright, so how many tens could you give them, Jacob?

Student: One each.

Karen: You could give them one each. That’s why we put a one in the answer spot here. I can give them one ten each, right?

Student: Yes.

Karen: Okay Jacob, how many did you give away?

Student: Forty.

Karen: You gave away forty- That’s why we put it here. We’re going to give it away. We already know there’s one ten worth, right?

Student: Yes.

Karen: Okay, subtract.

Student: Two.. .and three…

Karen: How many cubes do you have here?

Student: Thirty-two.

Karen: You have three then and two ones. Thirty-two, right?

Student: Yeah.

Karen: Jose, could pay attention for a minute?

Student: Yeah.

Karen: Thanks! Okay Jacob, how can you give those to the girls? How can you divide them up?

Student: You…I can split them in half.

Karen: You have to take them all apart, don’t you?

Student: Yeah, but I…

Karen: Okay, can I see you do that? Okay Jessica, he’ll be fine-leave him be. You still have some more honey.

Student: I got it. Three, three, three, and …three.

Karen: Do they all have the same amount now?

Student: Yes.

Karen: How many do they have that are not in a tens cube?

Student: Eight.

Karen: If I believe that, then I have to believe that there are four eights in thirty-two.

Student: Yup.

Karen: Do you believe that?

Student: Yeah.

Karen: So we put that in our answer. So we want to know how many fours are in seventy-two all together. Right?

Student: Yeah…

Karen: Jose…We put the answer up in the answer spot up in the quotient. There you go. Now we want to know how many are gone. So four times eight was thirty-two and there is none left, are there?

Student: No.

Karen: Anybody see any left?

Student: No.

Karen: None left. So we’re all finished aren’t we?

Student: Yes.

Karen: That’s how those cubes go with this problem.