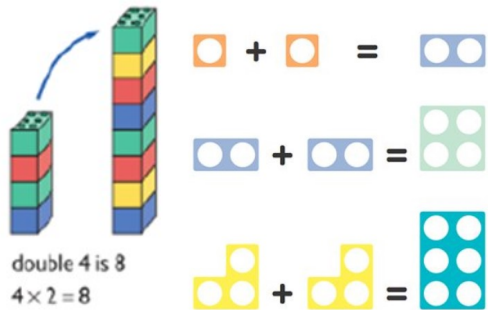

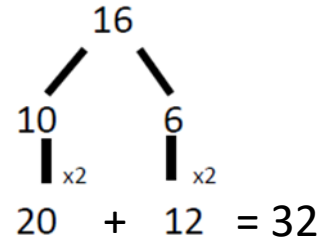
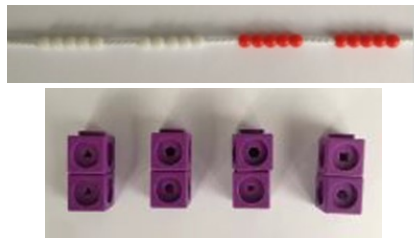
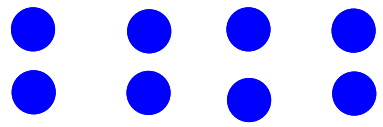
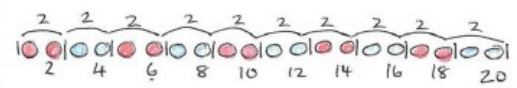
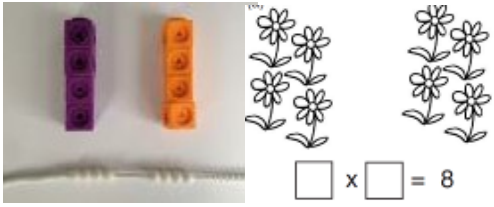

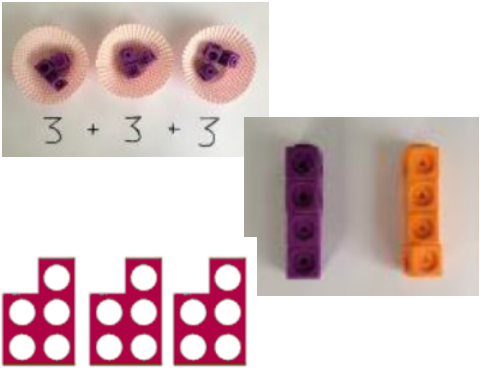
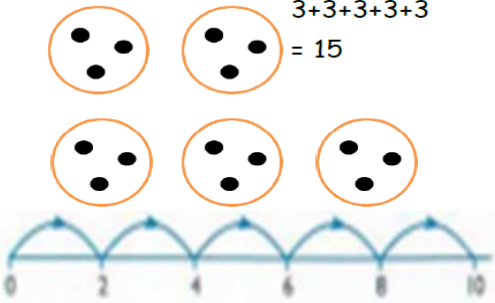

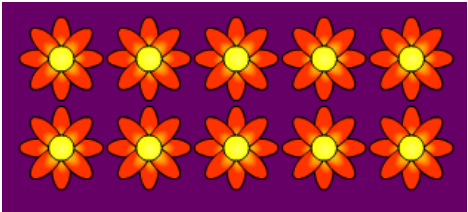
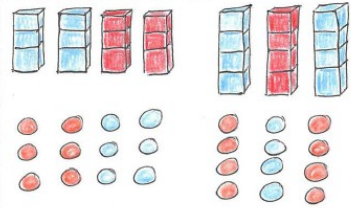
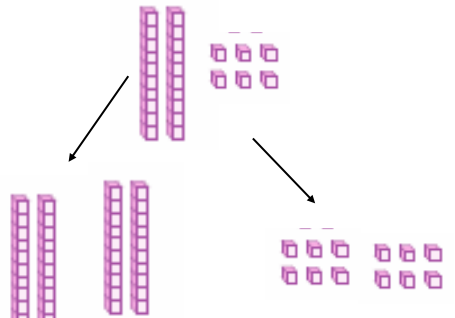
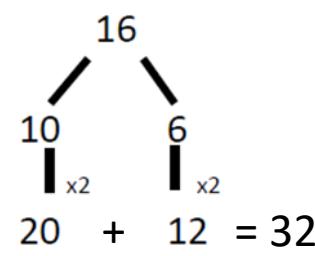
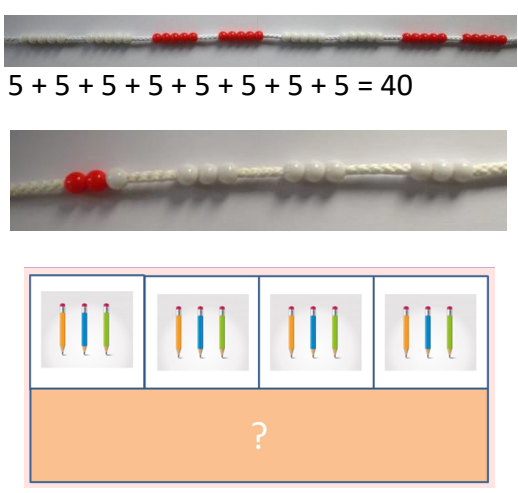
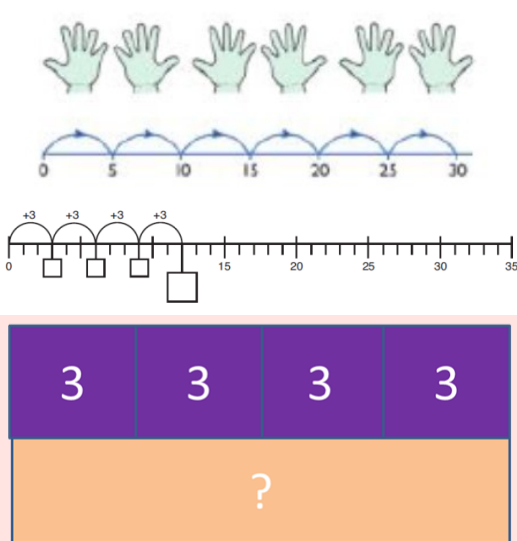


Y1 MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract
<p>Doubling</p>	<p>Use practical activities using manipulatives including cubes and Numicon to demonstrate doubling</p>  <p>double 4 is 8 $4 \times 2 = 8$</p>	<p>Draw pictures to show how to double numbers</p> <p>Double 4 is 8</p> 	<p>Partition a number and then double each part before recombining it back together.</p>  <p>16 10 6 \downarrow $\times 2$ \downarrow $\times 2$ 20 $+$ 12 $=$ 32</p>
<p>Counting in multiples</p>	<p>Count the groups as children are skip counting, children may use their fingers as they are skip counting.</p> 	 <p>Children make representations to show counting in multiples.</p> 	<p>Count in multiples of a number aloud.</p> <p>Write sequences with multiples of numbers.</p> <p>2, 4, 6, 8, 10</p> <p>5, 10, 15, 20, 25, 30</p>
<p>Making equal groups and counting the total</p>	 <p>$\square \times \square = 8$</p> <p>Use manipulatives to create equal groups.</p>	<p>Draw  to show $2 \times 3 = 6$</p> <p>Draw and make representations</p>	<p>$2 \times 4 = 8$</p>

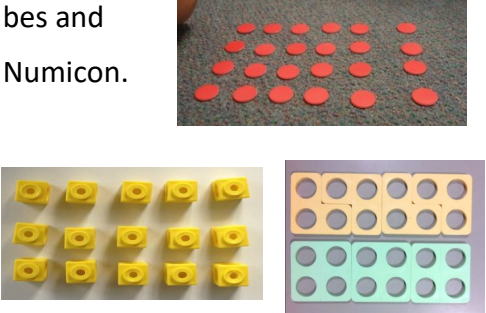
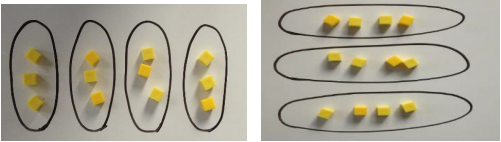
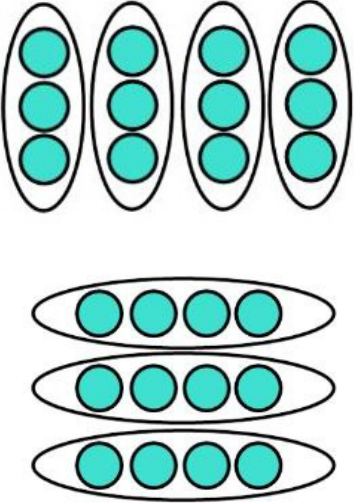


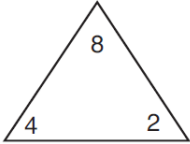
Objective & Strategy	Concrete	Pictorial	Abstract
<p>Repeated addition</p>	 <p>Use different objects to add equal groups</p>	<p>Use pictorial including number lines to solve prob</p> <p>There are 3 sweets in one bag. How many sweets are in 5 bags altogether?</p> 	<p>Write addition sentences to describe objects and pictures.</p> 
<p>Understanding arrays</p>	<p>Use objects laid out in arrays to find the answers to 2 lots 5, 3 lots of 2 etc.</p> 	<p>Draw representations of arrays to show understanding</p> 	<p>$3 \times 2 = 6$</p> <p>$2 \times 5 = 10$</p>

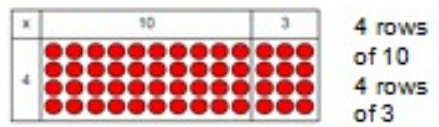

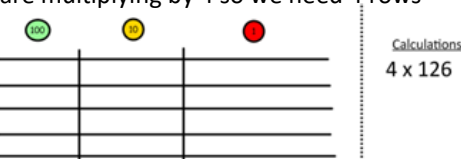
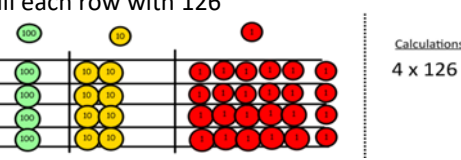
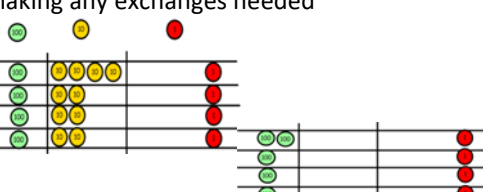
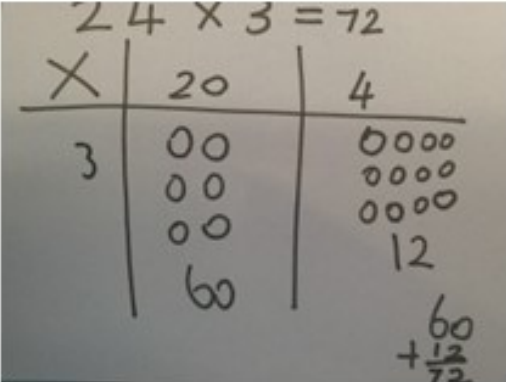
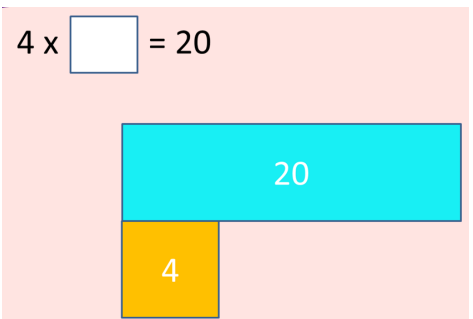
Y2 MULTIPLICATION X

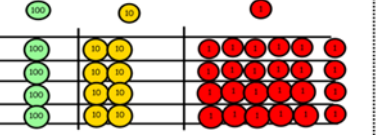
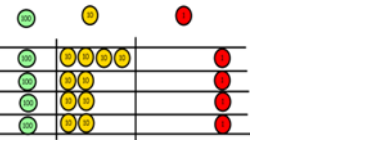
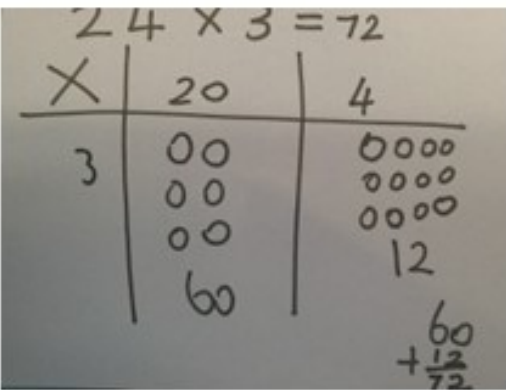
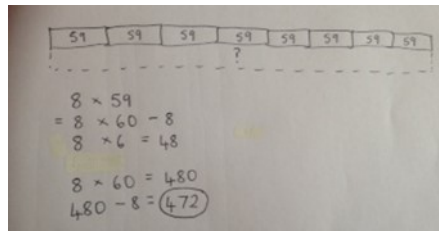
Objective & Strategy	Concrete	Pictorial	Abstract
<p>Doubling</p>	<p>Model doubling using dienes and PV counters.</p>  <p>$40 + 12 = 52$</p>	<p>Draw pictures and representations to show how to double numbers</p>	<p>Partition a number and then double each part before recombining it back together.</p>  <p>$20 + 12 = 32$</p>
<p>Counting in multiples of 2, 3, 4, 5, 10 from 0 (repeated addition)</p>	<p>Count the groups as children are skip counting, children may use their fingers as they are skip counting. Use bar models.</p>  <p>$5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 40$</p> <p>$4 \times 3 = ?$</p>	<p>Number lines, counting sticks and bar models should be used to show representation of counting in multiples.</p>  <p>$4 \times 3 = ?$</p>	<p>Count in multiples of a number aloud.</p> <p>Write sequences with multiples of numbers.</p> <p>0, 2, 4, 6, 8, 10 0, 3, 6, 9, 12, 15 0, 5, 10, 15, 20, 25, 30</p> <p>$4 \times 3 = \square$</p>




Y2

MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract
<p>Multiplication is commutative</p>	<p>Create arrays using counters and cubes and Numicon.</p>  <p>Pupils should understand that an array can represent different equations and that, as multiplication is commutative, the order of the multiplication does not affect the answer.</p> 	<p>Use representations of arrays to show different calculations and explore commutativity.</p> 	<p>$12 = 3 \times 4$</p> <p>$12 = 4 \times 3$</p> <div style="border: 1px solid black; padding: 5px;"> <p>Use an array to write multiplication sentences and reinforce repeated addition.</p>  <p>$5 + 5 + 5 = 15$</p> <p>$3 + 3 + 3 + 3 + 3 = 15$</p> <p>$5 \times 3 = 15$</p> <p>$3 \times 5 = 15$</p> </div>
<p>Using the Inverse</p> <p><i>This should be taught alongside division, so pupils learn how they work alongside each other.</i></p>		 <p> <input type="text"/> \times <input type="text"/> = <input type="text"/> <input type="text"/> \times <input type="text"/> = <input type="text"/> <input type="text"/> \div <input type="text"/> = <input type="text"/> <input type="text"/> \div <input type="text"/> = <input type="text"/> </p>	<p>$2 \times 4 = 8$</p> <p>$4 \times 2 = 8$</p> <p>$8 \div 2 = 4$</p> <p>$8 \div 4 = 2$</p> <p>$8 = 2 \times 4$</p> <p>$8 = 4 \times 2$</p> <p>$2 = 8 \div 4$</p> <p>$4 = 8 \div 2$</p> <p>Show all 8 related fact family sentences.</p>

Objective & Strategy	Concrete	Pictorial	Abstract															
<p>Grid method</p>	<p>Show the links with arrays to first introduce the grid method.</p>  <p>4 rows of 10 4 rows of 3</p> <p>Move onto base ten to move towards a more compact method.</p>  <p>4 rows of 13</p> <p>Move on to place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows</p>  <p>Calculations 4 x 126</p> <p>Fill each row with 126</p>  <p>Calculations 4 x 126</p> <p>Add up each column, starting with the ones making any exchanges needed</p>  <p>Then you have your answer.</p>	<p>Children can represent their work with place value counters in a way that they understand.</p> <p>They can draw the counters using colours to show different amounts or just use the circles in the different columns to show their thinking as shown below.</p>  <p>Bar model are used to explore missing numbers</p>  <p>4 x <input type="text"/> = 20</p>	<p>Start with multiplying by one digit numbers and showing the clear addition alongside the grid.</p> <table border="1" data-bbox="1545 367 1881 470"> <tr> <td>x</td> <td>30</td> <td>5</td> </tr> <tr> <td>7</td> <td>210</td> <td>35</td> </tr> </table> <p>210 + 35 = 245</p> <p>Moving forward, multiply by a 2 digit number showing the different rows within the grid method.</p> <table border="1" data-bbox="1556 766 1870 981"> <tr> <td></td> <td>10</td> <td>8</td> </tr> <tr> <td>10</td> <td>100</td> <td>80</td> </tr> <tr> <td>3</td> <td>30</td> <td>24</td> </tr> </table>	x	30	5	7	210	35		10	8	10	100	80	3	30	24
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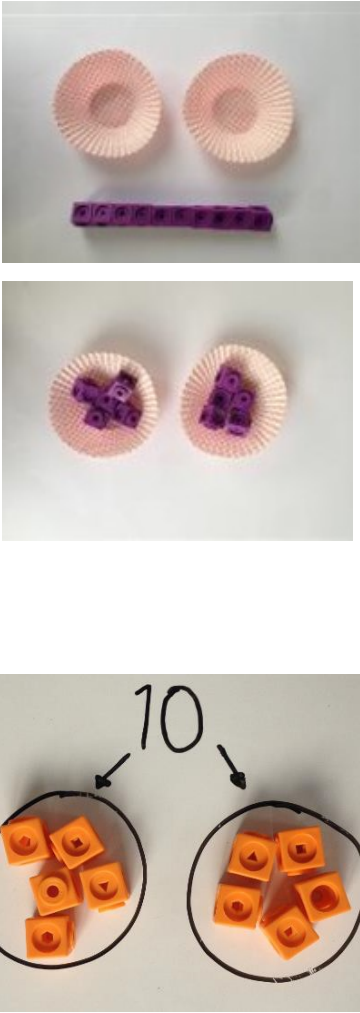
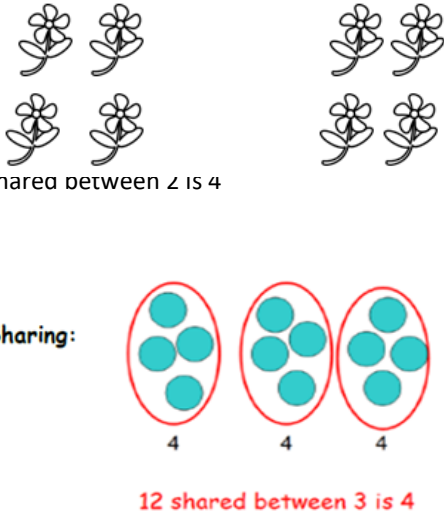
Objective & Strategy	Concrete	Pictorial	Abstract																																											
<p>Grid method recap from year 3 for 2 digits x 1 digit</p> <p>Move to multiplying 3 digit numbers by 1 digit. (year 4 expectation)</p>	<p>Use place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows</p>  <p>Calculations 4 x 126</p> <p>Fill each row with 126</p>  <p>Add up each col. making any exchanges needed</p>	<p>Children can represent their work with place value counters in a way that they understand.</p> <p>They can draw the counters using colours to show different amounts or just use the circles in the different columns to show their thinking as shown below.</p> 	<p>Start with multiplying by one digit numbers and showing the clear addition alongside the grid.</p> <table border="1" data-bbox="1556 367 1881 470"> <tr> <td>x</td> <td>30</td> <td>5</td> </tr> <tr> <td>7</td> <td>210</td> <td>35</td> </tr> </table> <p>210 + 35 = 245</p>	x	30	5	7	210	35																																					
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<p>Column multiplication</p>	<p>Children can continue to be supported by place value counters at the stage of multiplication. This initially done where there is no regrouping. 321 x 2 = 642</p> <table border="1" data-bbox="392 1013 728 1420"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>3</td> <td>2</td> <td>1</td> </tr> </tbody> </table> <p>It is important at this stage that they always multiply the ones first.</p> <p>The corresponding long multiplication is modelled alongside</p>	Hundreds	Tens	Ones	3	2	1	3	2	1	<table border="1" data-bbox="1008 893 1355 981"> <tr> <td>x</td> <td>300</td> <td>20</td> <td>7</td> </tr> <tr> <td>4</td> <td>1200</td> <td>80</td> <td>28</td> </tr> </table> <p>The grid method may be used to show how this relates to a formal written method.</p>  <p>Bar modelling and number lines can support learners when solving problems with multiplication alongside the formal written methods.</p>	x	300	20	7	4	1200	80	28	<table data-bbox="1612 869 1803 1260"> <tr> <td>327</td> </tr> <tr> <td>x 4</td> </tr> <tr> <td>28</td> </tr> <tr> <td>80</td> </tr> <tr> <td>1200</td> </tr> <tr> <td>1308</td> </tr> </table> <p>This may lead to a compact method.</p> <table border="1" data-bbox="1489 1292 1736 1484"> <tr> <td></td> <td>3</td> <td>2</td> <td>7</td> </tr> <tr> <td>x</td> <td></td> <td></td> <td>4</td> </tr> <tr> <td></td> <td>1</td> <td>3</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td></td> <td></td> <td></td> <td>8</td> </tr> </table>	327	x 4	28	80	1200	1308		3	2	7	x			4		1	3	0			1	2				8
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Objective & Strategy	Concrete	Pictorial	Abstract																																																	
<p>Column Multiplication for 3 and 4 digits x 1 digit.</p>	<div data-bbox="398 229 741 638"> <table border="1"> <tr> <th style="background-color: #ff0000; color: white;">Hundreds</th> <th style="background-color: #00ff00; color: white;">Tens</th> <th style="background-color: #0000ff; color: white;">Ones</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> </div> <p data-bbox="763 288 875 584">It is important at this stage that they always multiply the ones first.</p> <p data-bbox="383 644 869 775">Children can continue to be supported by place value counters at the stage of multiplication. This initially done where there is no regrouping. $321 \times 2 = 642$</p>	Hundreds	Tens	Ones													<div data-bbox="1014 240 1364 328"> <table border="1"> <tr> <td>x</td> <td>300</td> <td>20</td> <td>7</td> </tr> <tr> <td>4</td> <td>1200</td> <td>80</td> <td>28</td> </tr> </table> </div> 	x	300	20	7	4	1200	80	28	<div data-bbox="1599 236 1783 619"> $\begin{array}{r} 327 \\ \times 4 \\ \hline 28 \\ 80 \\ 1200 \\ \hline 1308 \end{array}$ </div>  <div data-bbox="1480 660 1727 847"> <table border="1"> <tr><td></td><td>3</td><td>2</td><td>7</td></tr> <tr><td>x</td><td></td><td></td><td>4</td></tr> <tr><td></td><td>1</td><td>3</td><td>0</td></tr> <tr><td></td><td></td><td>1</td><td>2</td></tr> </table> </div> <p data-bbox="1778 692 1951 799">This will lead to a compact method.</p>		3	2	7	x			4		1	3	0			1	2										
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<p>Column multiplication</p>	<p>Manipulatives may still be used with the corresponding long multiplication modelled alongside.</p>	<div data-bbox="947 922 1263 1139"> <table border="1"> <tr> <td></td> <td>10</td> <td>8</td> </tr> <tr> <td>10</td> <td>100</td> <td>80</td> </tr> <tr> <td>3</td> <td>30</td> <td>24</td> </tr> </table> </div>  <p data-bbox="904 1382 1420 1449">Continue to use bar modelling to support problem solving</p>		10	8	10	100	80	3	30	24	<div data-bbox="1469 900 1715 1174"> <table border="1"> <tr><td></td><td>1</td><td>8</td></tr> <tr><td>x</td><td>1</td><td>3</td></tr> <tr><td></td><td>5</td><td>4</td></tr> <tr><td></td><td>1</td><td>8</td></tr> <tr><td></td><td>2</td><td>3</td></tr> </table> </div> <p data-bbox="1749 903 1895 970">18 x 3 on the first row</p> <p data-bbox="1749 999 1928 1102">(8 x 3 = 24, carrying the 2 for 20, then 1 x 3)</p> <p data-bbox="1749 1129 1917 1198">18 x 10 on the 2nd row. Show</p> <p data-bbox="1809 1209 1939 1390">multiplying by 10 by putting zero in units first</p> <div data-bbox="1480 1241 1794 1465"> <table border="1"> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>x</td><td></td><td></td><td>1</td><td>6</td></tr> <tr><td></td><td>7</td><td>4</td><td>0</td><td>4</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td></td><td>1</td><td>9</td><td>7</td><td>4</td></tr> </table> <p data-bbox="1675 1342 1783 1369">(1234 x 6)</p> <p data-bbox="1675 1390 1783 1417">(1234 x 10)</p> </div>		1	8	x	1	3		5	4		1	8		2	3		1	2	3	4	x			1	6		7	4	0	4		1	2	3	4		1	9	7	4
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Objective & Strategy	Concrete	Pictorial	Abstract
<p>Multiplying decimals up to 2 decimal places by a single digit.</p>			<p>Remind children that the single digit belongs in the units column. Line up the decimal points in the question and the answer.</p> $ \begin{array}{r} 3.19 \\ \times 8 \\ \hline 25.52 \\ \hline \end{array} $

Y6

MULTIPLICATION X

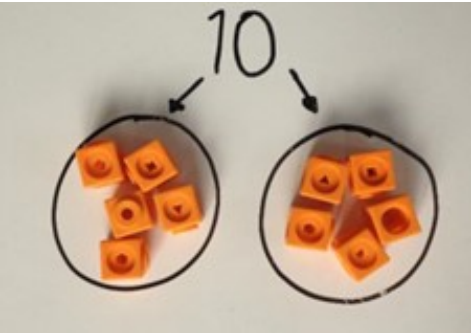
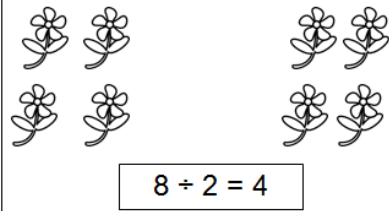
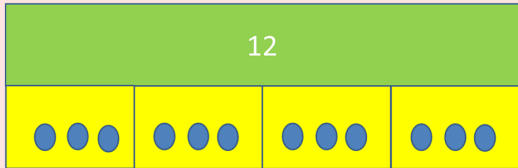
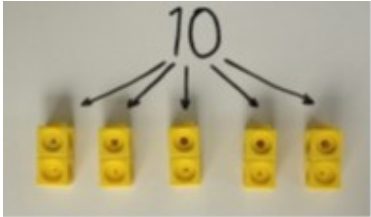

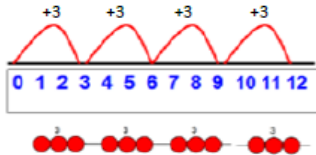
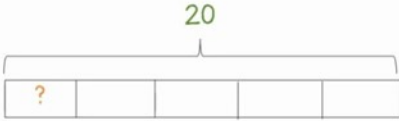
Objective & Strategy	Concrete	Pictorial	Abstract
<p>Division as sharing</p> <p><i>Use Gordon ITPs for modelling</i></p>	 <p>I have 10 cubes, can you share them equally in 2 groups?</p>	<p>Children use pictures or shapes to share quantities.</p>  <p>8 shared between 2 is 4</p> <p>Sharing:</p> <p>12 shared between 3 is 4</p>	<p>12 shared between 3 is</p> <p>4</p>

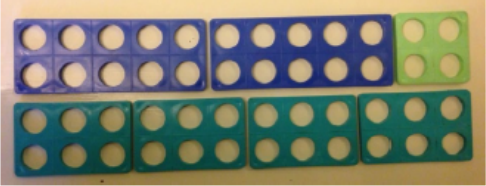


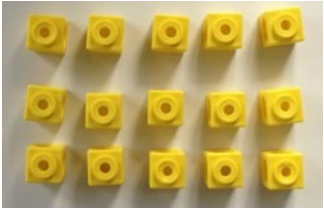
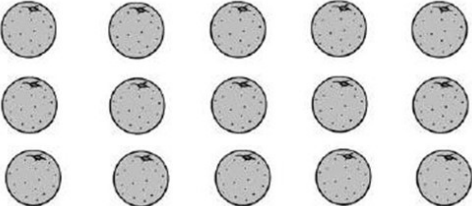
Y1

DIVISION





Objective & Strategy	Concrete	Pictorial	Abstract
<p>Division as sharing</p>	 <p>I have 10 cubes, can you share them equally in 2 groups?</p>	<p>Children use pictures or shapes to share quantities.</p>  <p>Children use bar modelling to show and support understanding.</p>  <p>$12 \div 4 = 3$</p>	<p>$12 \div 3 = 4$</p>
<p>Division as grouping</p>	<p>Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding.</p>  	<p>Use number lines for grouping</p>  <p>$12 \div 3 = 4$</p> <p>Think of the bar as a whole. Split it into the number of groups you are dividing by and work out how many would be within each group.</p>  <p>$20 \div 5 = ?$ $5 \times ? = 20$</p>	<p>$28 \div 7 = 4$</p> <p>Divide 28 into 7 groups. How many are in each group?</p>

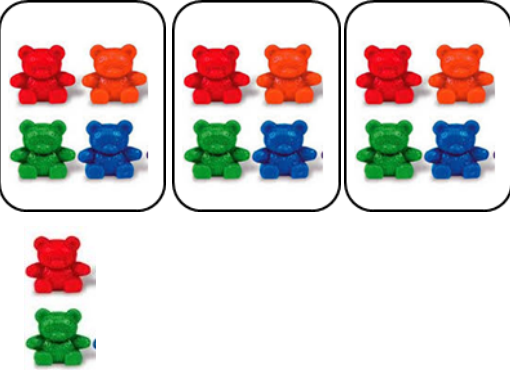


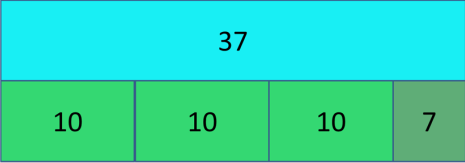
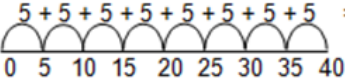
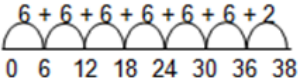
Objective & Strategy	Concrete	Pictorial	Abstract
Division as grouping	<p>Use cubes, counters, objects or place value counters to aid understanding.</p>  <p>24 divided into groups of 6 = 4</p> $96 \div 3 = 32$ 	<p>Continue to use bar modelling to aid solving division problems.</p>  $20 \div 5 = ?$ $5 \times ? = 20$	<p>How many groups of 6 in 24?</p> $24 \div 6 = 4$
Division with arrays	 <p>Link division to multiplication by creating an array and thinking about the number sentences that can be created.</p> <p>Eg $15 \div 3 = 5$ $5 \times 3 = 15$</p> <p>$15 \div 5 = 3$ $3 \times 5 = 15$</p>	<p>Draw an array and use lines to split the array into groups to make multiplication and division sentences</p> 	<p>Find the inverse of multiplication and division sentences by creating eight linking number sentences.</p> $7 \times 4 = 28$ $4 \times 7 = 28$ $28 \div 7 = 4$ $28 \div 4 = 7$ $28 = 7 \times 4$ $28 = 4 \times 7$ $4 = 28 \div 7$ $7 = 28 \div 4$

Y3

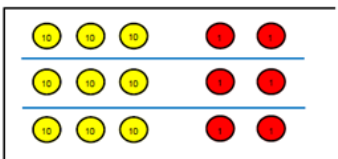
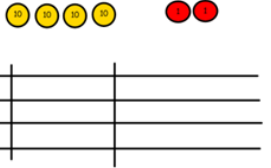

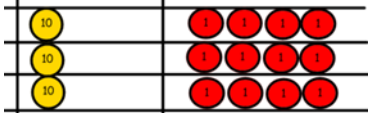
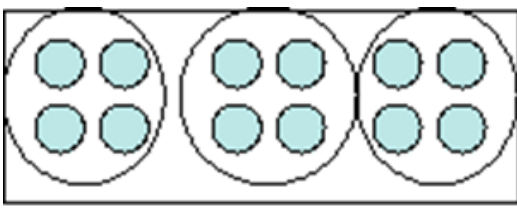
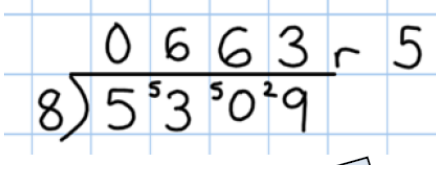
DIVISION





Objective & Strategy	Concrete	Pictorial	Abstract
<p>Division with remainders.</p>	<p>$14 \div 3 =$</p> <p>Divide objects between groups and see how much is left over</p> 	<p>Jump forward in equal jumps on a number line then see how many more you need to jump to find a remainder.</p>  <p>Draw dots and group them to divide an amount and clearly show a remainder.</p>  <p>Use bar models to show division with remainders.</p>  <p>Example without remainder: $40 \div 5$ Ask "How many 5s in 40?" $5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 8 \text{ fives}$ </p> <p>Example with remainder: $38 \div 6$ $6 + 6 + 6 + 6 + 6 + 6 + 2 = 6 \text{ sixes with a remainder of } 2$ </p> <p>For larger numbers, when it becomes inefficient to count in single multiples, bigger jumps can be recorded using known facts.</p>	<p>Complete written divisions and show the remainder using r.</p> $29 \div 8 = 3 \text{ REMAINDER } 5$ <p style="text-align: center;"> ↑ ↑ ↑ ↑ dividend divisor quotient remainder </p>



Objective & Strategy	Concrete	Pictorial	Abstract
<p>Divide at least 3 digit numbers by 1 digit.</p> <p>Short Division</p>	<p>$96 \div 3$</p> <p>Tens Units</p> <p>3 2</p>  <p>Use place value counters to divide using the bus stop method alongside</p>  <p>Calculations $42 \div 3 =$</p> <p>$42 \div 3 =$</p> <p>Start with the biggest place value, we are sharing 40 into three groups. We can put 1 ten in each group and we have 1 ten left over.</p>  <p>We exchange this ten for ten ones and then share the ones equally among the groups.</p>  <p>We look how much in 1 group so the answer is 14.</p>	<p>Students can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups.</p>  <p>Encourage them to move towards counting in multiples to divide more efficiently.</p>	<p>Begin with divisions that divide equally with no remainder.</p> $\begin{array}{r} 218 \\ 3 \overline{) 872} \end{array}$ <p>Move onto divisions with a remainder.</p> $\begin{array}{r} 86 \text{ r } 2 \\ 3 \overline{) 432} \end{array}$ <p>Finally move into decimal places to divide the total accurately.</p> $\begin{array}{r} 14.6 \\ 35 \overline{) 511.0} \end{array}$ 

Long Division

Step 1—a remainder in the ones

$$\begin{array}{r} \text{h t o} \\ 041\text{R}1 \\ \hline 4 \overline{) 165} \end{array}$$

4 does not go into 1 (hundred). So combine the 1 hundred with the 6 tens (160).

4 goes into 16 four times.

4 goes into 5 once, leaving a remainder of 1.

$$\begin{array}{r} \text{th h t o} \\ 0400\text{R}7 \\ \hline 8 \overline{) 3207} \end{array}$$

8 does not go into 3 of the thousands. So combine the 3 thousands with the 2 hundreds (3,200).

8 goes into 32 four times ($3,200 \div 8 = 400$)

8 goes into 0 zero times (tens).

8 goes into 7 zero times, and leaves a remainder of 7.

Y6

DIVISION



Long Division

Y6

DIVISION

Step 1 continued...

$$\begin{array}{r}
 \text{h t o} \\
 061 \\
 4 \overline{) 247} \\
 \underline{-4} \\
 3
 \end{array}$$

When dividing the ones, 4 goes into 7 one time. Multiply $1 \times 4 = 4$, write that four under the 7, and subtract. This finds us the remainder of 3.

Check: $4 \times 61 + 3 = 247$

$$\begin{array}{r}
 \text{th h t o} \\
 0402 \\
 4 \overline{) 1609} \\
 \underline{-8} \\
 1
 \end{array}$$

When dividing the ones, 4 goes into 9 two times. Multiply $2 \times 4 = 8$, write that eight under the 9, and subtract. This finds us the remainder of 1.

Check: $4 \times 402 + 1 = 1,609$



Long Division

Y6

DIVISION



Step 2—a remainder in the tens

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
$\begin{array}{r} \text{t o} \\ 2 \\ \underline{2)58} \end{array}$ <p>Two goes into 5 two times, or 5 tens $\div 2 = 2$ whole tens -- but there is a remainder!</p>	$\begin{array}{r} \text{t o} \\ 2 \\ \underline{2)58} \\ -4 \\ \hline 1 \end{array}$ <p>To find it, multiply $2 \times 2 = 4$, write that 4 under the five, and subtract to find the remainder of 1 ten.</p>	$\begin{array}{r} \text{t o} \\ 29 \\ \underline{2)58} \\ -4 \\ \hline 18 \end{array}$ <p>Next, drop down the 8 of the ones next to the leftover 1 ten. You combine the remainder ten with 8 ones, and get 18.</p>

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
$\begin{array}{r} \text{t o} \\ 29 \\ \underline{2)58} \\ -4 \\ \hline 18 \end{array}$ <p>Divide 2 into 18. Place 9 into the quotient.</p>	$\begin{array}{r} \text{t o} \\ 29 \\ \underline{2)58} \\ -4 \\ \hline 18 \\ \underline{-18} \\ 0 \end{array}$ <p>Multiply $9 \times 2 = 18$, write that 18 under the 18, and subtract.</p>	$\begin{array}{r} \text{t o} \\ 29 \\ \underline{2)58} \\ -4 \\ \hline 18 \\ \underline{-18} \\ 0 \end{array}$ <p>The division is over since there are no more digits in the dividend. The quotient is 29.</p>



Long Division

Step 2—a remainder in any of the place values

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
$\begin{array}{r} \text{h t o} \\ 1 \\ 2 \overline{)278} \end{array}$ <p>Two goes into 2 one time, or 2 hundreds $\div 2 = 1$ hundred.</p>	$\begin{array}{r} \text{h t o} \\ 1 \\ 2 \overline{)278} \\ -2 \\ \hline 0 \end{array}$ <p>Multiply $1 \times 2 = 2$, write that 2 under the two, and subtract to find the remainder of zero.</p>	$\begin{array}{r} \text{h t o} \\ 18 \\ 2 \overline{)278} \\ -2 \downarrow \\ \hline 07 \end{array}$ <p>Next, drop down the 7 of the tens next to the zero.</p>
Divide.	Multiply & subtract.	Drop down the next digit.
$\begin{array}{r} \text{h t o} \\ 13 \\ 2 \overline{)278} \\ -2 \\ \hline 07 \end{array}$ <p>Divide 2 into 7. Place 3 into the quotient.</p>	$\begin{array}{r} \text{h t o} \\ 13 \\ 2 \overline{)278} \\ -2 \\ \hline 07 \\ -6 \\ \hline 1 \end{array}$ <p>Multiply $3 \times 2 = 6$, write that 6 under the 7, and subtract to find the remainder of 1 ten.</p>	$\begin{array}{r} \text{h t o} \\ 13 \\ 2 \overline{)278} \\ -2 \\ \hline 07 \\ -6 \\ \hline 18 \end{array}$ <p>Next, drop down the 8 of the ones next to the 1 leftover ten.</p>
1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
$\begin{array}{r} \text{h t o} \\ 139 \\ 2 \overline{)278} \\ -2 \\ \hline 07 \\ -6 \\ \hline 18 \end{array}$ <p>Divide 2 into 18. Place 9 into the quotient.</p>	$\begin{array}{r} \text{h t o} \\ 139 \\ 2 \overline{)278} \\ -2 \\ \hline 07 \\ -6 \\ \hline 18 \\ -18 \\ \hline 0 \end{array}$ <p>Multiply $9 \times 2 = 18$, write that 18 under the 18, and subtract to find the remainder of zero.</p>	$\begin{array}{r} \text{h t o} \\ 139 \\ 2 \overline{)278} \\ -2 \\ \hline 07 \\ -6 \\ \hline 18 \\ -18 \\ \hline 0 \end{array}$ <p>There are no more digits to drop down. The quotient is 139.</p>