

Preservice Point of View: Division with Whole Numbers

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This section of our journal is designed to link teachers and future teachers. In each journal we will share responses to a mathematical concept task presented to students in classes for future teachers. The perspectives revealed in these responses should provide insights into increased understanding, reveal possible misconceptions, and suggest implications for improved instruction. It is our hope that this section of the journal will initiate a dialogue on concept development which will both better prepare our future teachers and reinforce the practices of current teachers.

The following activity was presented to students in a mathematics course for elementary school teachers. Before you read the pre-service responses, try it yourself OR ask your students!

NOTE: Responses are presented **exactly** as written.

Describe a realistic situation in which the appropriate answer to

- a) $15 \div 4$ is 3.
- b) $15 \div 4$ is $3 \frac{3}{4}$.
- c) $15 \div 4$ is 4.

[Click here for student responses.](#)