

(1) Anticipations about what the student was likely thinking

It seems like the student knows the steps of how to divide, starting with figuring out how many times 10 goes into 81, then subtracting and bringing down the 3. She did this again with the 13, and then used the 3 to figure out the final answer. 81.3 is correct.

$$\begin{array}{r} 81.3 \\ 10 \overline{) 813.} \\ \underline{80} \phantom{0} \\ 13 \\ \underline{10} \\ 3 \end{array}$$

$$\frac{3}{10} = 0.3 \quad \checkmark$$

Not sure if the student understands the steps. I'm not sure how the student used the 3 to get the .3 part and whether the student understands remainders.

(2) Potential questions to ask

What kind of ~~the~~ problem is this?

What does dividing mean?

Can you walk me through your steps? - ask why for the steps

Where did you get the 0.3? How does the 0.3 relate to the 3

What does the .3 mean?

$$\begin{array}{r} 84.2 \\ 10 \overline{) 842} \\ \underline{80} \phantom{0} \\ 42 \\ \underline{40} \\ 2 \end{array} \quad \frac{2}{10} = 0.2$$

$$\begin{array}{r} 14.8 \\ 5 \overline{) 74} \\ \underline{5} \phantom{0} \\ 24 \\ \underline{20} \\ 4 \end{array} \quad \frac{4}{5} = 0.8$$