

Lesson 11: Diferentes cocientes parciales

Standards Alignments

Addressing 5.NBT.B.6, 5.OA.A.2

Teacher-facing Learning Goals

- Divide multi-digit whole numbers using place value understanding and the relationship between multiplication and division.

Student-facing Learning Goals

- Usemos lo que sabemos sobre multiplicación y valor posicional para encontrar cocientes.

Lesson Purpose

The purpose of this lesson is for students to use the relationship between multiplication and division and place value understanding to divide multi-digit numbers.

In the previous lesson, students found quotients in a way that makes sense to them. In this lesson, students consider notation to record a partial quotients strategy, which they have used with one-digit divisors in a prior course. Students use the notation to record how dividends can be decomposed in different ways to make different partial quotients. Students consider more efficient ways to make partial quotients based on place value understanding and calculations they are able to do mentally.

Access for:

Students with Disabilities

- Action and Expression (Activity 1)

Instructional Routines

MLR2 Collect and Display (Activity 1), Notice and Wonder (Warm-up)

Materials to Copy

- Partial Quotient Expressions (groups of 2): Activity 1

Lesson Timeline

Warm-up 10 min

Teacher Reflection Question

Reflect on how comfortable your students are asking questions of you and of each other. What

Activity 1	20 min
Activity 2	15 min
Lesson Synthesis	10 min
Cool-down	5 min

can you do to encourage students to ask questions?

Cool-down (to be completed at the end of the lesson)

 5 min

Encuentra el valor

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Addressing 5.NBT.B.6

Student-facing Task Statement

Encuentra el valor de $465 \div 15$. Explica o muestra tu razonamiento.

Student Responses

31. Sample responses:

- $30 \times 15 = 450$, $1 \times 15 = 15$, $450 + 15 = 465$
- $450 \div 15 = 30$ and $15 \div 15 = 1$ and $30 + 1 = 31$