Unit 4, Lesson 19

Ways to Divide Greater Numbers

Let's make sense of representations of division.

Warm-up

True or False: Ones, Tens, Twenties

Decide if each statement is true or false. Be prepared to explain your reasoning.

- $4 \times 10 = 40 \times 1$

- $4 \times 20 = 4 \times 2 \times 10$

- $8 \times 20 = 8 \times 2 \times 1$

- $8 \times 20 = 16 \times 10$

Activity 1

Divide with Base-Ten Blocks

1. Use base-ten blocks to represent each expression. Then, find its value.

   a. $55 \div 5$

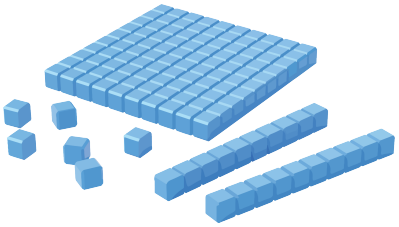
   b. $45 \div 3$

2. Find the value of each expression. Use base-ten blocks if you find them helpful.

   a. $63 \div 3$

   b. $84 \div 7$

   c. $100 \div 5$

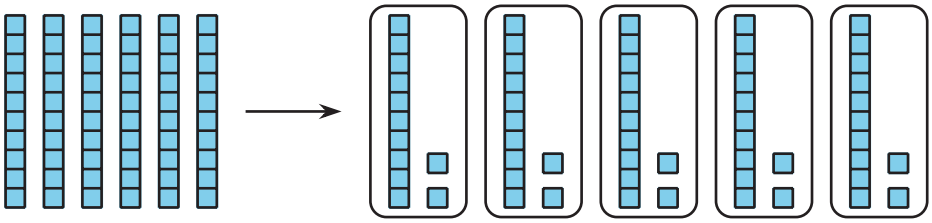


Activity 2

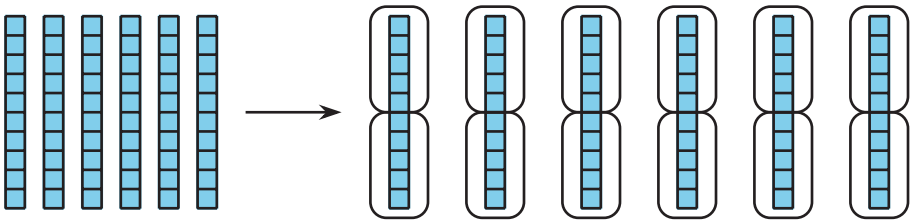
Different Ways to Show Division

Jada and Han used base-ten blocks to represent $60 \div 5$.

Here is Jada's work:



Here's Han's work:



1. Make sense of Jada's and Han's work.

   a. What did they do differently?

   b. Where do you see the value of $60 \div 5$ in each person's work?

2. How would you use base-ten blocks to represent these expressions and find their value? Be prepared to explain your reasoning.

   a. $64 \div 4$: Would you make 4 groups or groups of 4?

   b. $72 \div 6$: Would you make 6 groups or groups of 6?

   c. $75 \div 15$: Would you make 15 groups or groups of 15?