



# 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.  $45 \div 3$

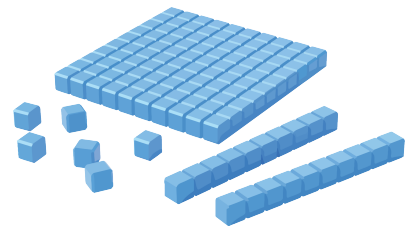


2. Find the value of each expression. Use base-ten blocks if you find them helpful.

a.  $63 \div 3$

b.  $84 \div 7$

c.  $100 \div 5$

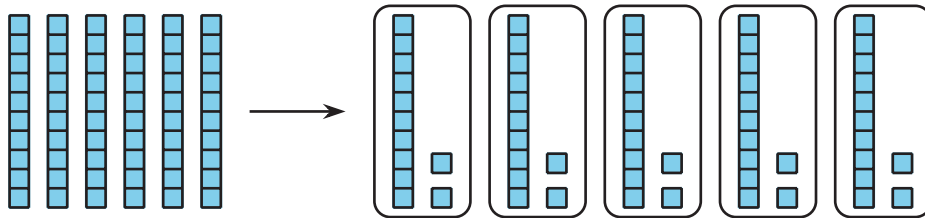


## Activity 2

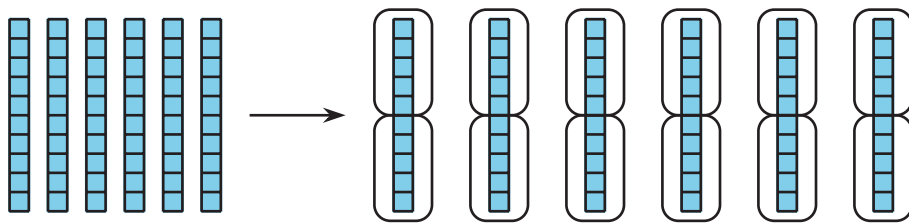
### Different Ways to Show Division

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?

