

## Lesson 6: ¿Cuál es el cociente?

### Standards Alignments

Addressing 4.NBT.B.6

### Teacher-facing Learning Goals

- Divide up to four-digit numbers by single digit numbers using place value strategies.

### Student-facing Learning Goals

- Encontremos cocientes de números de varios dígitos.

### Lesson Purpose

The purpose of this lesson is to reinforce students' understanding of division algorithms that use partial quotients and build their fluency in using it to divide multi-digit numbers by a single-digit divisor. Students also consider different strategies for dividing and their merits.

In an earlier unit, students learned to use partial quotients to divide whole numbers up to four digits by single-digit divisors. In this lesson, students deepen their understanding of algorithms that use partial quotients and continue to build their fluency with multiplication and division. Students also analyze different ways to divide whole numbers and consider how to improve their efficiency.

If students need additional support with the concepts in this lesson, refer back to Unit 6, Section C in the curriculum materials.

### Access for:

#### Students with Disabilities

- Engagement (Activity 1)

#### English Learners

- MLR2 (Activity 2)

### Instructional Routines

Number Talk (Warm-up)

### Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	20 min

### Teacher Reflection Question

How effective were your questions in supporting students to compare and connect different methods for division? What did students say or do that showed they were effective?

Lesson Synthesis

10 min

Cool-down

5 min

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

 5 min

Divide como un profesional

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### Student-facing Task Statement

- Estas son dos formas distintas de empezar a encontrar el valor de  $8,435 \div 7$ . Escoge una forma y completa el cálculo.

$$\begin{array}{r} 5 \\ 7 \overline{)8,435} \\ - \quad 35 \\ \hline 8,400 \end{array}$$

$$\begin{array}{r} 1,000 \\ 7 \overline{)8,435} \\ - \quad 7,000 \\ \hline 1,435 \end{array}$$

- Encuentra el valor de  $1,038 \div 6$ . Intenta usar el menor número de pasos que puedas.

### Student Responses

- 1,205. See sample response.

$$\begin{array}{r} \boxed{1,205} \\ 5 \\ 200 \\ 1,000 \\ 7 \overline{)8,435} \\ - \quad 7,000 \\ \hline 1,435 \\ - \quad 1,400 \\ \hline 35 \\ - \quad 35 \\ \hline 0 \end{array}$$

173. See sample response.

$$\begin{array}{r} \boxed{173} \\ 3 \\ 70 \\ 100 \\ 6 \overline{)1,038} \\ - \quad 600 \\ \hline 438 \\ - \quad 420 \\ \hline 18 \\ - \quad 18 \\ \hline 0 \end{array}$$