Illustrative Mathematics

Grade 3 Unit 4
Lesson 19

Unit 4 Lesson 19: Ways to Divide Larger Numbers

WU True or False: Ones, Tens, Twenties (Warm up)

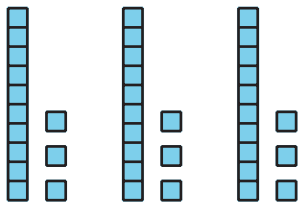
Student Task Statement

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

- $4 \times 10 = 40 \times 1$
- $4 \times 20 = 4 \times 2 \times 10$
- $8 \times 20 = 8 \times 2 \times 1$
- $8 \times 20 = 16 \times 10$

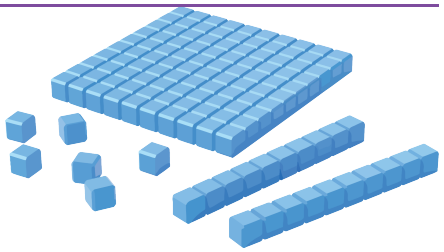
1 Divide with Base-Ten Blocks

Images for Launch



Student Task Statement

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. $100 \div 5$

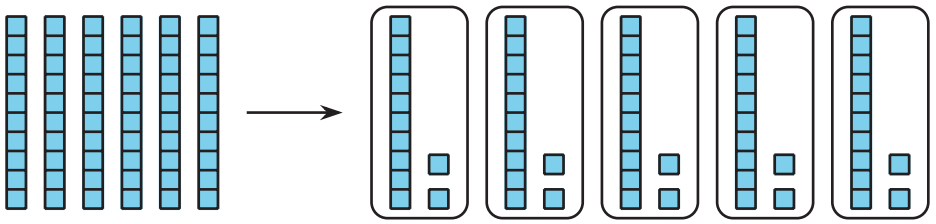


2 Different Ways to Show Division

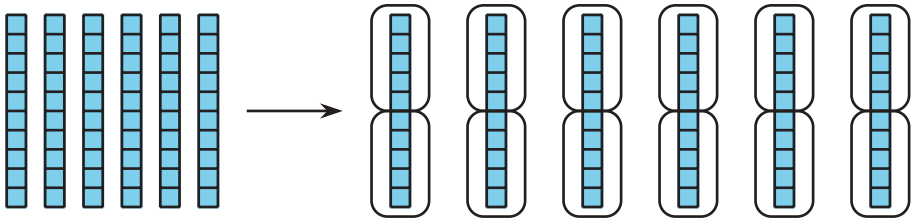
Student Task Statement

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 we see the value of $60 \div 5$ in each person's work?
2. How would you use base-ten blocks so you could 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?