

## Grade 5 Unit 4

Lesson 11

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## Unit 4 Lesson 11: Different Partial Quotients

### WU Notice and Wonder: Ways to Record (Warm up)

#### Student Task Statement

What do you notice? What do you wonder?

Clare's strategy:

$$364 \div 13$$

$$13 \times 10 = 130$$

$$13 \times 20 = 260$$

$$13 \times 5 = 65$$

$$13 \times 3 = 39$$

$$\begin{array}{r} 364 \\ - 260 \\ \hline 104 \\ - 65 \\ \hline 39 \\ - 39 \\ \hline 0 \end{array}$$

Jada's strategy:

$$130 \div 13 = 10$$

$$130 \div 13 = 10$$

$$65 \div 13 = 5$$

$$39 \div 13 = 3$$

$$\hline 364 \div 13 = 28$$

### 1 Division Expressions

#### Student Task Statement

Take turns:

1. Choose a set of expressions that, when added together, is equal to  $308 \div 14$ . Not all expressions will be used.
2. Explain to your partner how you know that your cards represent a sum that is equal to  $308 \div 14$ .

(Pause for teacher directions.)

3. Choose one of the sets of expressions whose sum is equal to  $308 \div 14$  and use it to find the value of  $308 \div 14$ .

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## 2 Choose Your Own Partial Quotients

### Student Task Statement

For each expression, choose one of the partial quotients and, beginning with that expression, find the value of the quotient.

1.  $360 \div 15$

- $150 \div 15$
- $300 \div 15$
- $60 \div 15$

2.  $945 \div 45$

- $45 \div 45$
- $450 \div 45$
- $900 \div 45$

3.  $992 \div 31$

- $62 \div 31$
- $341 \div 31$
- $310 \div 31$

4. How did you decide which partial quotient to use to begin finding the quotient? Did you change your mind with any of the problems?