Lesson 20: Interpretemos residuos en situaciones de división

Standards Alignments

Building On   4.OA.B.4
Addressing   4.NBT.B.6, 4.OA.A.3

Teacher-facing Learning Goals

- Interpret the result and remainder of division in situations.
- Represent and solve problems that involve finding whole-number quotients and remainders.

Student-facing Learning Goals

- Resolvamos problemas en los que hay divisiones e interpretemos los residuos.

Lesson Purpose

The purpose of this lesson is for students to represent and solve contextual problems that involve dividing a whole number of up to four-digits by a single-digit divisor, resulting in a number with or without a remainder. Students also interpret the result and remainder given a situation.

By now students have developed various strategies to divide multi-digit numbers by single-digit divisors and have used different representations along the way. In this lesson, students apply what they learned to solve a variety of word problems that involve division (MP2).

This lesson has a Student Section Summary.

Access for:

⬥ Students with Disabilities

- Action and Expression (Activity 1)

⬥ English Learners

- MLR8 (Activity 2)

Instructional Routines

Choral Count (Warm-up)

Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	20 min
Lesson Synthesis	10 min
Cool-down	5 min

Teacher Reflection Question

What productive and unproductive beliefs did students show when they were solving problems today? How might you amplify the productive beliefs and address the unproductive ones?

Cool-down (to be completed at the end of the lesson)   🕐 5 min

¿Error de conteo?

Standards Alignments

Addressing   4.NBT.B.6, 4.OA.A.3

Student-facing Task Statement

Mai dice múltiplos de 6 en voz alta. El último número que dice es 194. Clare dice: "Creo que has cometido un error".

¿Estás de acuerdo con Clare? Explica o muestra cómo razonaste.

Student Responses

Yes, I agree with Clare. Sample reasoning:

- 194 is not a multiple of 6. I know that $6 \times 30 = 180$, and 194 is 14 away from 180. Because 14 is not a multiple of 6, then 194 is also not a multiple of 6.
- Six is not a factor of 194. I divided 194 by 6 and got 32 with a remainder of 2. If Mai counted correctly, she would have called out 192 and then 198.