# Lesson 25: Dividamos decimales entre decimales

## Standards Alignments

Addressing        5.NBT.B.7

## Teacher-facing Learning Goals

- Divide decimals greater than 1 by decimals less than 1.

## Student-facing Learning Goals

- Dividamos números decimales entre números decimales.

## Lesson Purpose

The purpose of this lesson is for students to divide decimals greater than 1 by decimals less than 1.

In previous lessons, students divided whole numbers by decimals and decimals by whole numbers, with the decimals always less than 1. The purpose of this lesson is for students to apply their understanding of the number of tenths and hundredths in 1 whole to divide a decimal greater than 1 by a decimal. Students use the same strategies that they have in previous lessons to find these quotients

- diagrams
- whole number facts combined with reasoning about place value
- using the relationship between multiplication and division

This lesson has a Student Section Summary.

## Access for:

### ♿ Students with Disabilities

- Representation (Activity 2)

### 🌐 English Learners

- MLR7 (Activity 1)

## Instructional Routines

Number Talk (Warm-up)

## Materials to Copy

- Small Grids (groups of 1): Activity 2

## 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

As you finish up this unit, reflect on the norms and activities that have supported each student in learning math. List ways you have seen each student grow as a young mathematician throughout this work. List ways you have seen yourself grow as a teacher. What will you continue to do and what will you improve upon in the next unit?

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

Divide entre decimales

### Standards Alignments

Addressing　5.NBT.B.7

### Student-facing Task Statement

Encuentra el valor de cada expresión. Explica o muestra cómo razonaste.

1. $1.6 \div 0.01$
2. $2.87 \div 0.01$

### Student Responses

- 160. Sample responses:
  - $1.6 \div 0.01 = 160 \div 1$
  - There are one hundred 0.01s in 1, sixty 0.01s in 0.6, and one hundred sixty 0.01s in 1.6.
- 287. Sample responses:
  - $2.87 \div 0.01 = 287 \div 1$
  - There are two hundred 0.01s in 2, eighty 0.01s in 0.8, seven 0.01s in 0.07, and two hundred eighty-seven 0.01s in 2.87.