

Lesson 19: Ways to Divide Larger Numbers

Standards Alignments

Addressing 3.NBT.A.3, 3.OA.A.2, 3.OA.B.5, 3.OA.C.7

Teacher-facing Learning Goals

- Recognize that division of larger numbers can still mean finding the number of groups or finding the size of each group.
- Use base-ten blocks to represent division where the quotient is more than 10.

Student-facing Learning Goals

- Let's make sense of representations of division.

Lesson Purpose

The purpose of this lesson is for students to recognize that the two interpretations of division still apply when dividing larger numbers and to use base-ten diagrams to interpret and represent division within 100.

Prior to this lesson, students have interpreted and represented division in terms of making equal-size groups. In this lesson, they revisit the two interpretations of division and recall that the divisor can be seen as either the number of groups or the size of each group.

Students use base-ten blocks and diagrams to analyze and represent division expressions such as $55 \div 5$ and $84 \div 7$. They see that, depending on the numbers involved, one interpretation of division may be more useful or productive than the other.

Students also recognize that it is helpful to use tens and ones to make equal groups (for example, to think of 84 as 8 tens and 4 ones, rather than 84 ones), and to decompose tens into ones as needed.

Access for:

Students with Disabilities

- Representation (Activity 1)

English Learners

- MLR8 (Activity 1)

Instructional Routines

True or False (Warm-up)

Materials to Gather

- Base-ten blocks: Activity 1, Activity 2

Lesson Timeline

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

Teacher Reflection Question

How is students' knowledge of place value and the properties of operations helping them make sense of division strategies?

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

 5 min

Find the Value

Standards Alignments

Addressing 3.OA.B.5, 3.OA.C.7

Student-facing Task Statement

Find the value of $51 \div 3$. Use base-ten blocks if they are helpful. Explain or show your reasoning.

Student Responses

17. Sample responses: Students make 51 with base-ten blocks and make 3 equal groups, decomposing tens as needed. Students make a drawing that shows 51 placed into 3 groups or a drawing that shows 51 placed into groups of 3.