Eureka Math

4th Grade
Module 3
Lesson 18

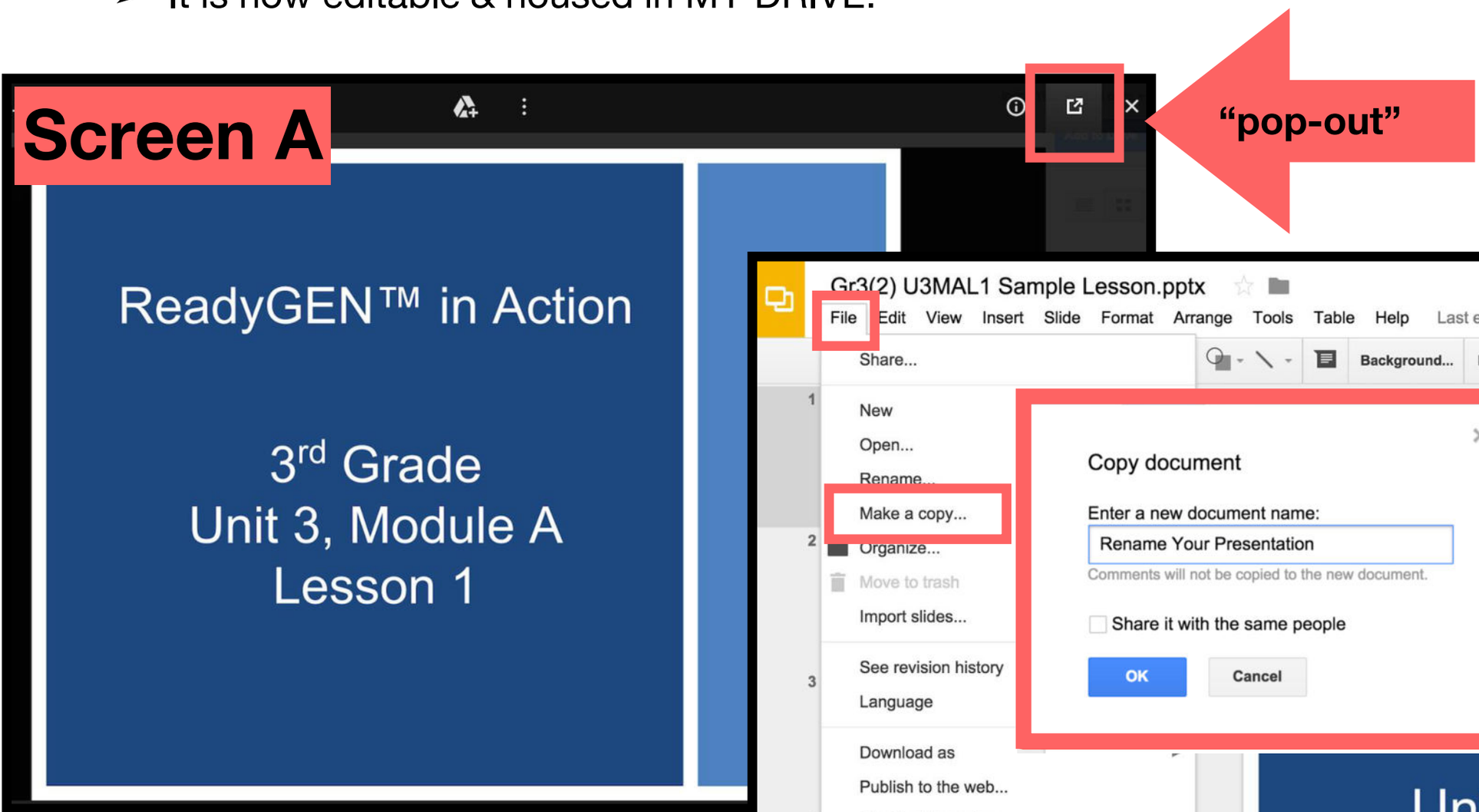
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this project!

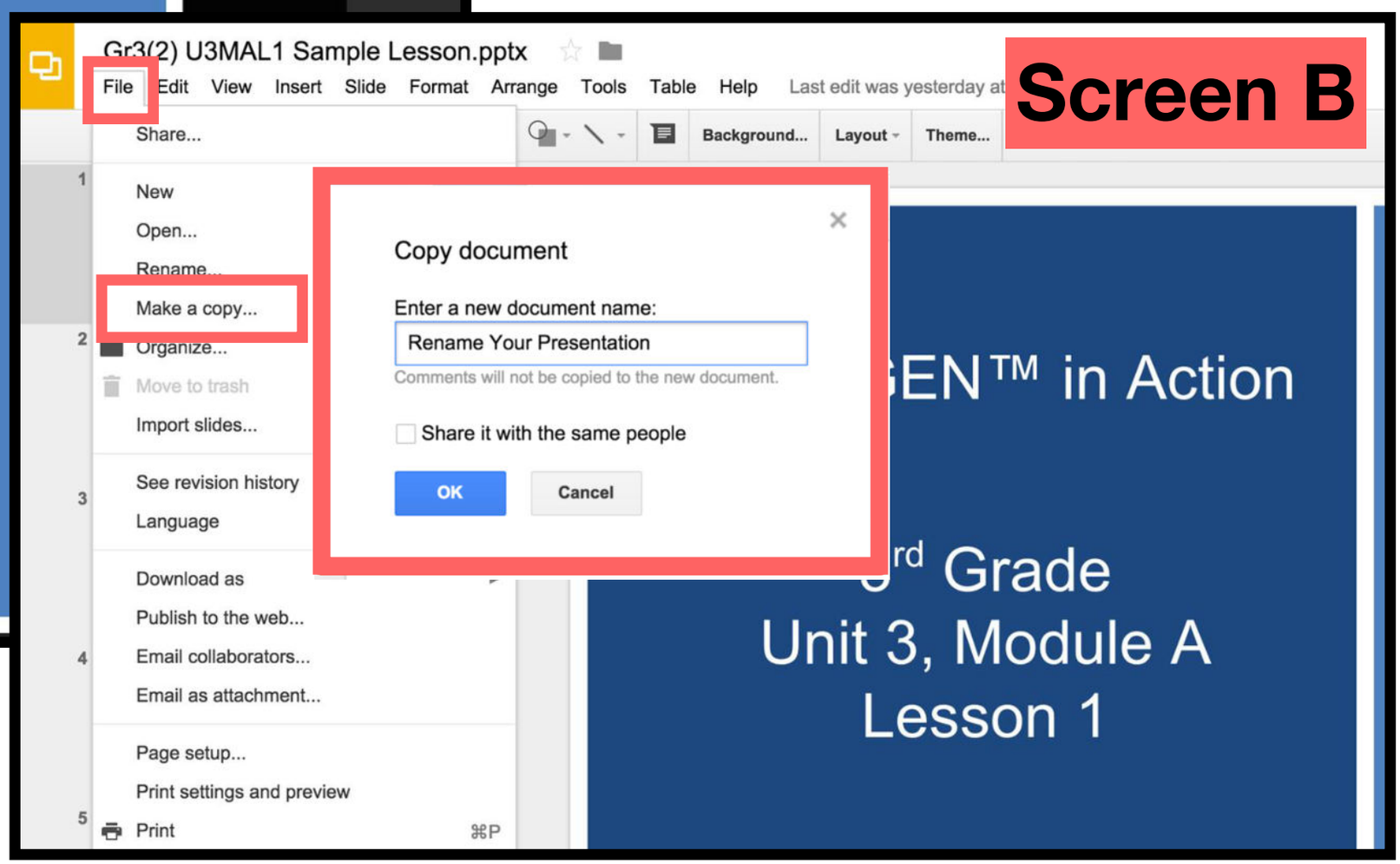
Directions for customizing presentations are available on the next slide.

Customize this Slideshow

Reflecting your Teaching Style and Learning Needs of Your Students

- When the Google Slides presentation is opened, it will look like Screen A.
- Click on the “pop-out” button in the upper right hand corner to change the view.
- The view now looks like Screen B.
- Within Google Slides (not Chrome), choose FILE.
- Choose MAKE A COPY and rename your presentation.
- Google Slides will open your renamed presentation.
- It is now editable & housed in MY DRIVE.



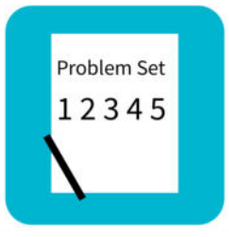


Icons

Read, Draw, Write

Learning Target

Personal White Board

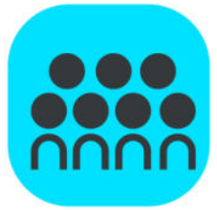


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

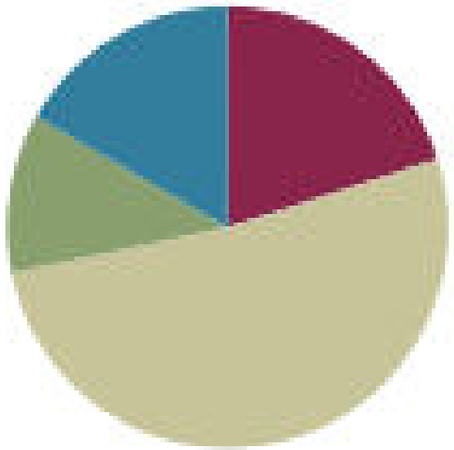
Small Group Time

Lesson 18

Objective: Find whole number quotients and remainders.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(7 minutes)
Concept Development	(31 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Objective: Find whole number quotients and remainders.

Group Counting

Count forward and backward. Watch me for the signal to change direction.

Count by:

- Fours to 40
- Sixes to 60

Divide Mentally

$$40 \div 2$$

Say the completed division sentence in unit form.

$$8 \div 2$$

Say the completed division sentence in unit form.

$$48 \div 2$$

Draw a number bond to connect the two original problems to this new problem. Say the completed division sentence in unit form.

Divide Mentally

$$50 \div 5$$

Say the completed division sentence in unit form.

$$5 \div 5$$

Say the completed division sentence in unit form.

$$55 \div 5$$

Draw a number bond to connect the two original problems to this new problem. Say the completed division sentence in unit form.

Divide Mentally

$$90 \div 3$$

Say the completed division sentence in unit form.

$$6 \div 3$$

Say the completed division sentence in unit form.

$$96 \div 3$$

Draw a number bond to connect the two original problems to this new problem. Say the completed division sentence in unit form.

Divide Mentally

$$80 \div 4$$

Say the completed division sentence in unit form.

$$4 \div 4$$

Say the completed division sentence in unit form.

$$84 \div 4$$

Draw a number bond to connect the two original problems to this new problem. Say the completed division sentence in unit form.

Divide Using the Standard Algorithm

$$20 \div 3$$

On your boards, solve the division problem using long division.
Continue with the following possible sequence:

$$50 \div 2$$

$$43 \div 3$$

$$64 \div 5$$

Application Problem

Malory's family is going to buy oranges. The Grand Market sells oranges at 3 pounds for 87 cents. How much does 1 pound of oranges cost at Grand Market?

Concept Development

Materials

- (S) Personal white board, tens place value chart (Lesson 16 Template)

Solve a Division Problem

57 ÷ 3

Let’s divide 57 into 3 equal groups. Break 57 into tens and ones.

Let’s divide 5 tens first. Why?

Record all of the steps and check your work using multiplication.

Solve a Division Problem

86 ÷ 5

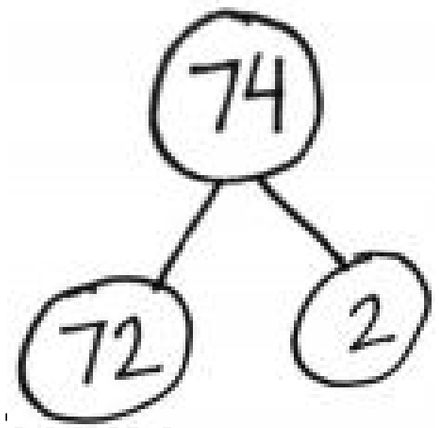
You solved 57 divided by 3 by unbundling tens. Let's try a more challenging problem. How many groups will we divide 86 into?

What is the first step?

Show me on your personal white board using long division, or the division algorithm, how you recorded the distributed tens and the remaining tens.

Solve a Division Problem

74 ÷ 8



You've unbundled tens, and you've written remainders in the quotient. Now, take a look at this problem. What's tricky here?

We'll think of our eights facts. I'm thinking of an eights fact whose product is close to 74. Can you guess?

Solve a Division Problem

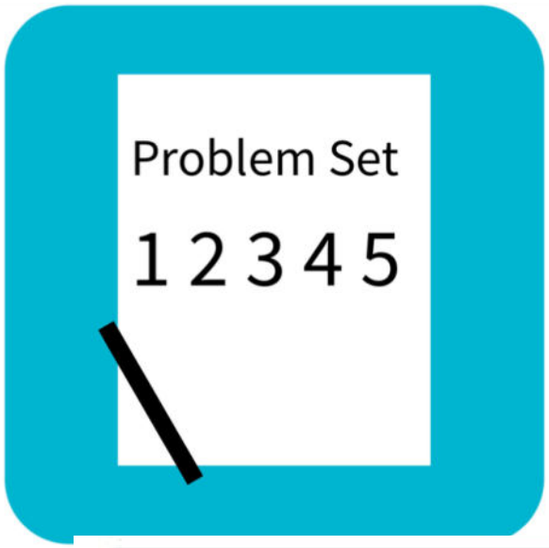
87 ÷ 9

Is there a nines fact that we could use to make this problem easier to solve? Try drawing a number bond...

Solve a Division Problem

64 ÷ 7

How could we solve this mentally?



Problem Set

Name _____ Date _____

Solve using the standard algorithm. Check your quotient and remainder by using multiplication and addition.

1. 46 ÷ 2	2. 96 ÷ 3
3. 85 ÷ 5	4. 52 ÷ 4

Debrief

Participate in the discussion by...

- Thinking about the question.
- Sharing your work.
- Explaining your strategy.
- Listening to others.

Debrief

- Compare the remainders to the divisors on the Problem Set. What do you find is true? Which always has a larger value? Why is that?
- How did the zero effect your division in Problem 9?
- What did you notice about the divisor, the whole, and quotients in Problems 9 and 10?
- Can you predict whether or not there will be a remainder? How?
- The whole is the same in Problems 11 and 12. Why is the quotient smaller in Problem 11?

Exit Ticket

Name _____ Date _____

Solve using the standard algorithm. Check your quotient and remainder by using multiplication and addition.

1. $93 \div 7$

2. $99 \div 8$