Eureka Math

4th Grade
Module 3
Lesson 28

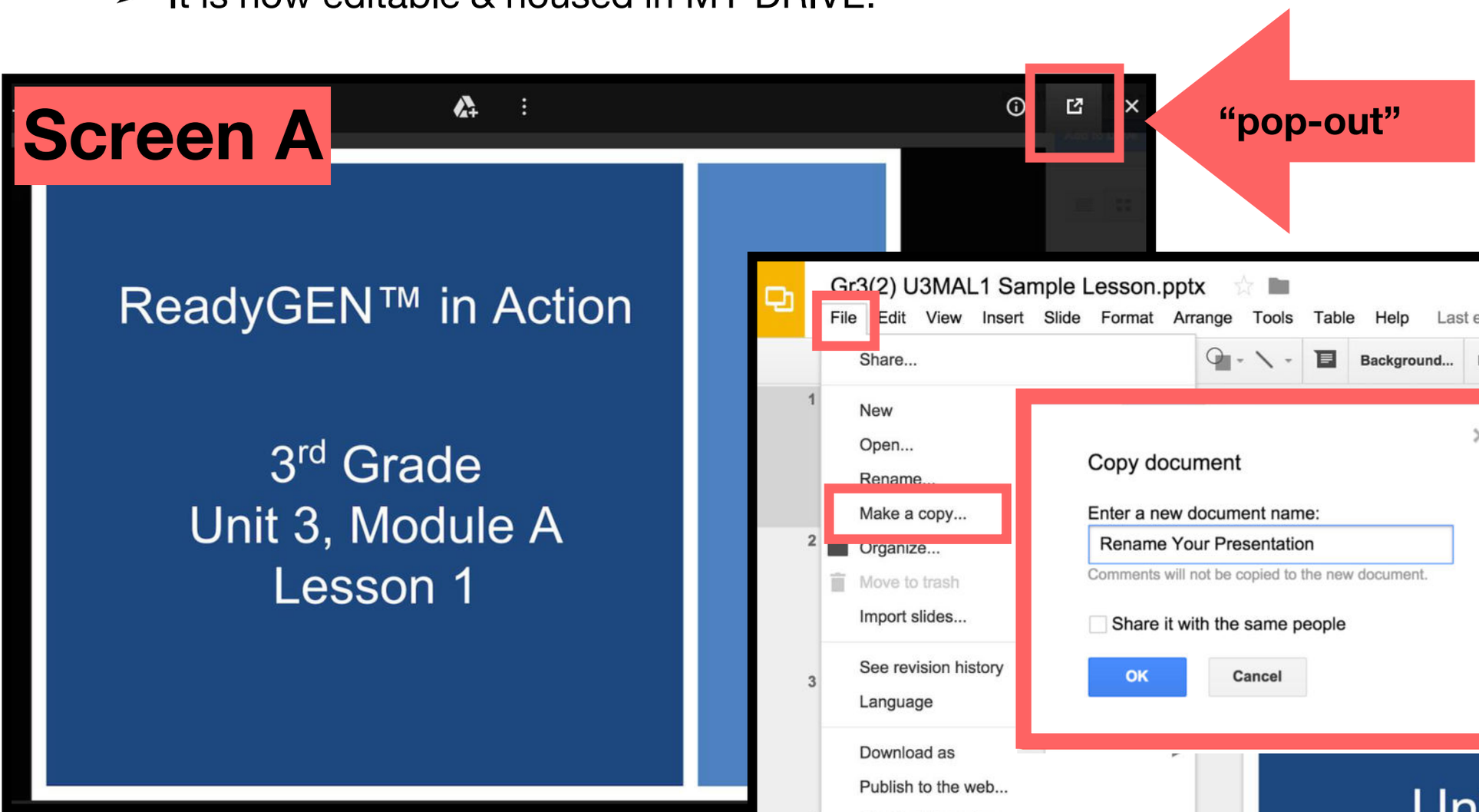
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

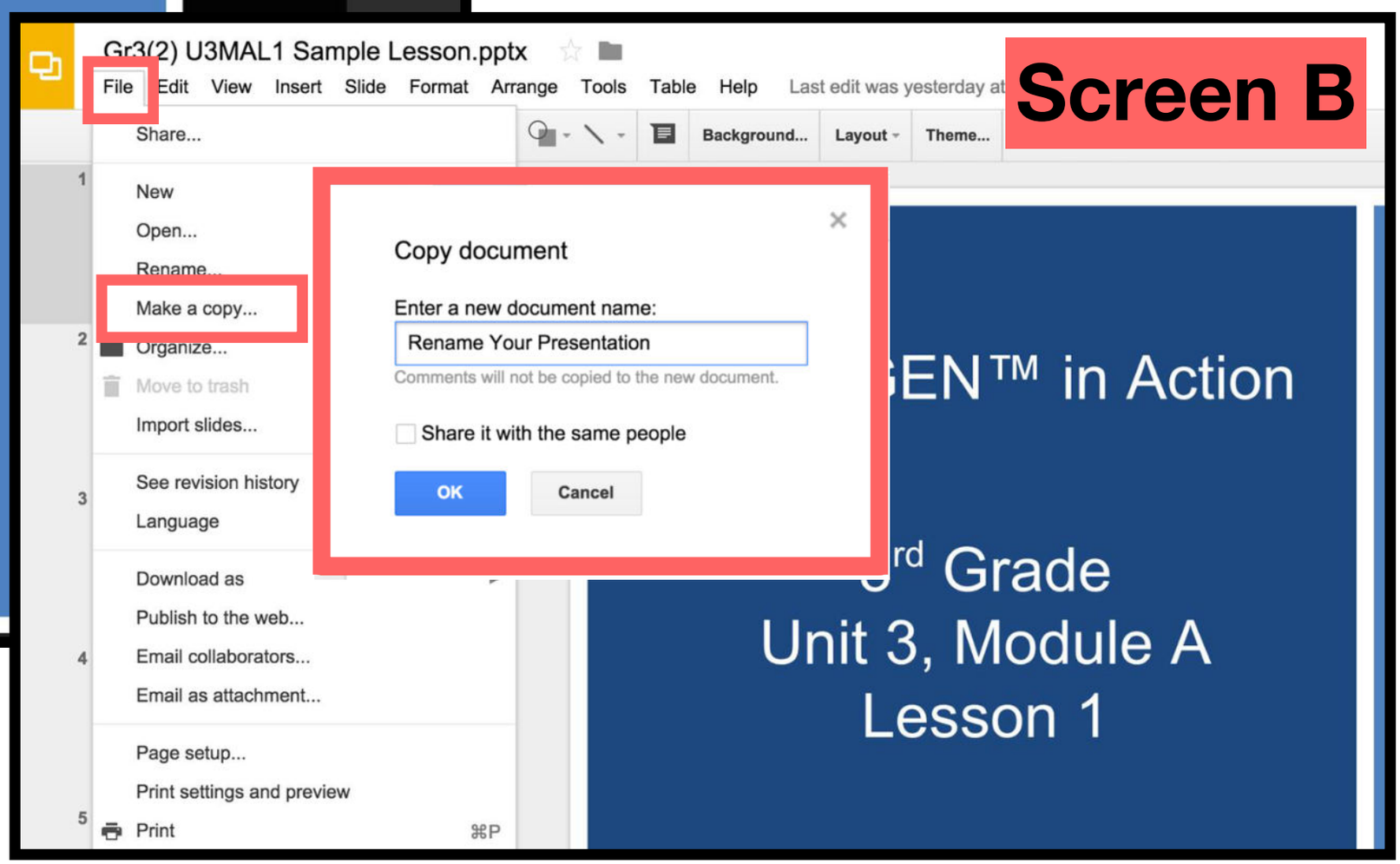
Directions for customizing presentations are available on the next slide.

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.



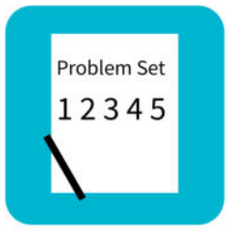


Icons

Read, Draw, Write

Learning Target

Personal White Board

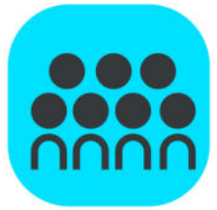


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

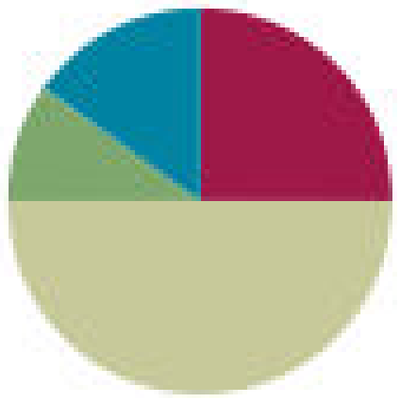
Small Group Time

Lesson 28

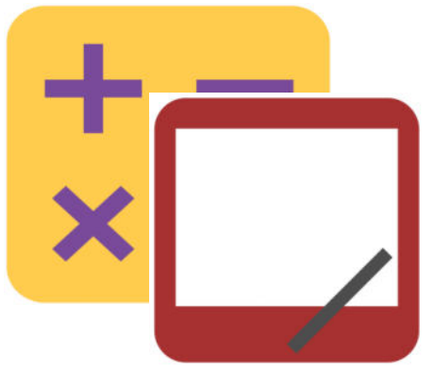
Objective: Represent and solve three-digit dividend division with divisors of 2, 3, 4, and 5 numerically.

Suggested Lesson Structure

Fluency Practice	(15 minutes)
Application Problem	(6 minutes)
Concept Development	(30 minutes)
Student Debrief	(9 minutes)
Total Time	**(60 minutes)**



I can represent and solve three-digit dividend division with divisors of 2, 3, 4, and 5 numerically.

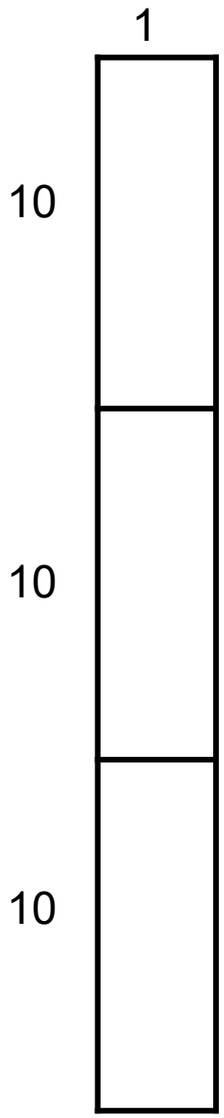


Multiply by Units

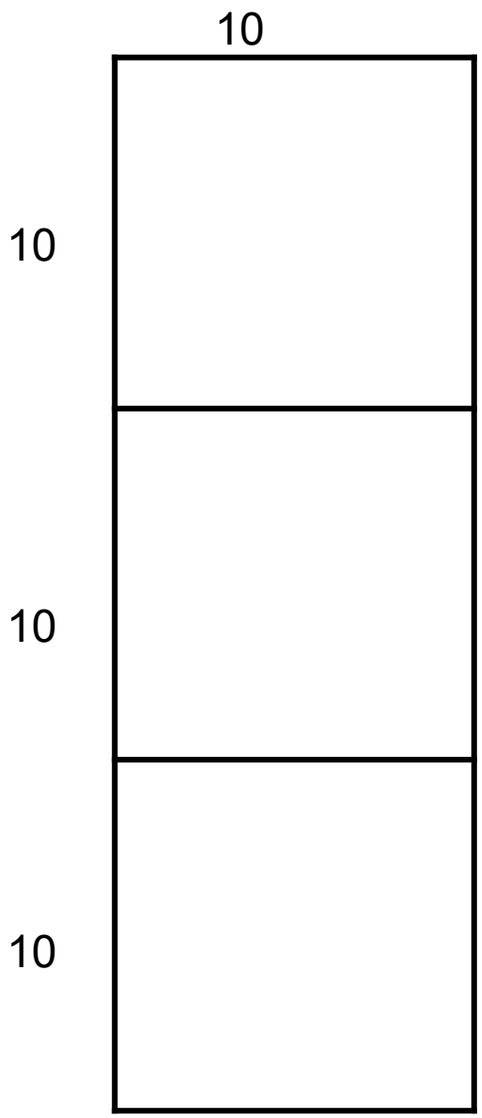
2 × 4 = ____

Say the multiplication sentence in unit form.

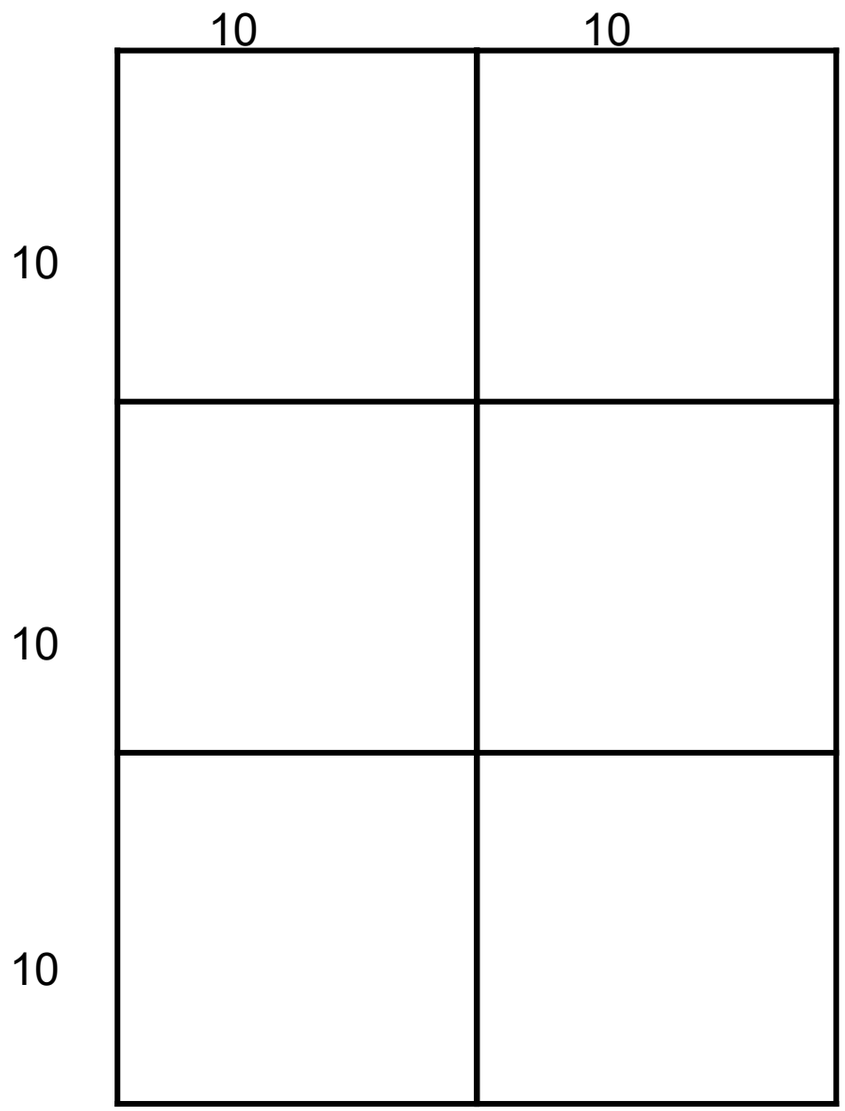
Multiply by Units



Say the number sentence in unit form.
Write the number sentence in standard form.
30 x 1 = 30



Say the number sentence in unit form.
Write the number sentence in standard form.
30 x 10 = 300



Say the number sentence in unit form.
Write the number sentence in standard form.
30 x 20 = 600

Divide Different Units

8 ÷ 2 =

Say the division sentence in unit form.

80 ÷ 2 =

Say the division sentence in unit form.

Divide Different Units

800 ÷ 2 =

Say the division sentence in unit form.

8,000 ÷ 2 =

Say the division sentence in unit form.

Divide Different Units

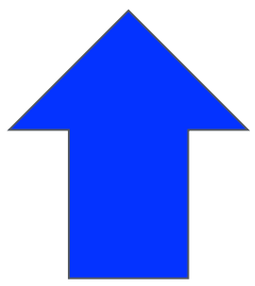
6 tens ÷ 2 =

On your personal white board, write the division sentence in standard form.

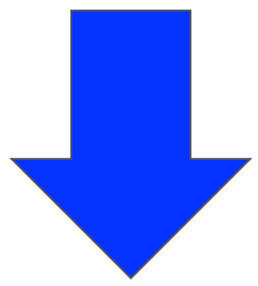
Group Counting

Count by sixes to 60.

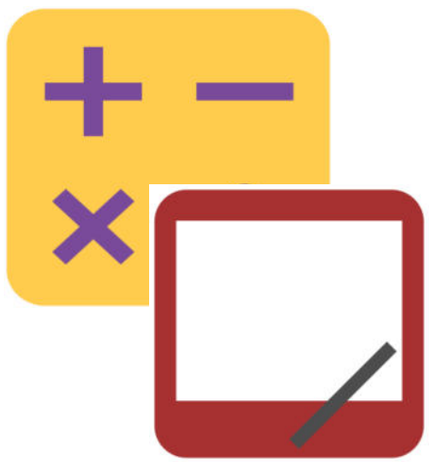
Say all of the numbers. Watch my fingers to know whether to count up or down. A closed hand means stop.



Count up



Count down



Divide Three-Digit Numbers by 2

Show 546 ÷ 2 by drawing place value disks in two different groups.

Solve the same problem using the algorithm.

Application Problem

Use 846 ÷ 2 to write a word problem. Then, draw an accompanying tape diagram and solve.

Concept Development

Materials

- [ ] (S) Personal white boards, thousands place value chart for dividing (Lesson 26 Template)

Concept Development

297 ÷ 4

Set-up 297 ÷ 4 in your thousands place value chart, and write the problem to solve using long division.

Divide 2 hundreds by 4.

2 hundreds is the same as how many tens?

Concept Development

297 ÷ 4

20 tens plus 9 tens is 29 tens. Divide 29 tens by 4.

What is the quotient?

Where do we record 7 tens?

Why?

Concept Development

297 ÷ 4

Record 7 tens.

When we distribute 29 tens into 4 groups, there are 7 tens in each group. Say the multiplication sentence that tells how many of the tens were distributed.

Concept Development

297 ÷ 4

We began with 29 tens, but we distributed 28 of them. How many tens are remaining? Say the subtraction sentence that will show that.

Continue dividing with your partner.

Concept Development

297 ÷ 4

What is the quotient and the remainder?

How can we use multiplication and addition to check if our quotient is correct?

Check your quotient using multiplication.

What was the new complexibility for this division problem.

Concept Development

How many weeks are there in one year?

What do we need to know in order to solve this problem?

How many days are in one year?

Concept Development

How many weeks are there in one year?

Good! Let's use 365 days. What other information is necessary?

Okay, use a tape diagram to represent this problem. Show your partner how you set up your tape diagram. Solve and then check your work.

Concept Development

How many weeks are there in one year?

Did you find that 365 could be divided by 7 evenly?

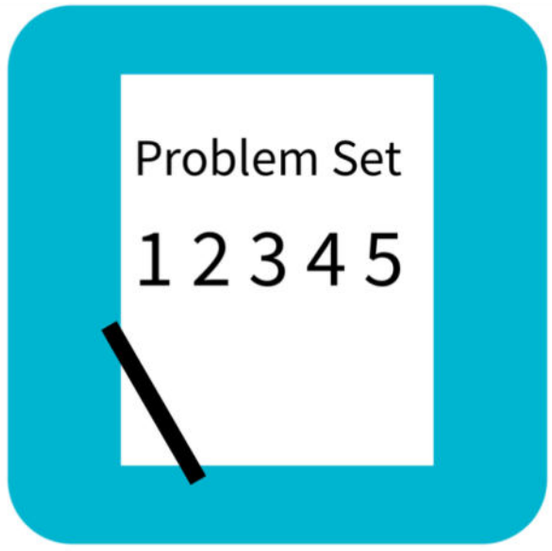
In this problem, what does the remainder mean?

Concept Development

How many weeks are there in one year?

Talk to your partner. How did you know it was an extra day?

So, what would be a good sentence to write?



Problem Set

Name _____ Date _____

1. Divide. Check your work by multiplying. Draw disks on a place value chart as needed.

a. $574 \div 2$

Debrief

Look at all of the problems with 4 as a divisor. They all have a remainder of 1, 2, or 3. If you were dividing by 4 and came up with a remainder of 4, 5, or 6, what would you know?

Problems 1(a) and 1(b) have the same quotient. How can the same quotient come from two different whole amounts? Let's draw a tape diagram for each to show how that could be true.

Problems 1(c) and 1(d) have the same whole. Which quotient is larger? Why?

How did the Application Problem connect to today's lesson?

Exit Ticket

Name _____ Date _____

1. Divide. Check your work by multiplying. Draw disks on a place value chart as needed.

a. $776 \div 2$	b. $596 \div 3$

2. A carton of milk contains 128 ounces. Sara's son drinks 4 ounces of milk at each meal. How many 4-ounce servings will one carton of milk provide?