Eureka Math

4th Grade
Module 3
Lesson 29

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.

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➢ Click on the "pop-out" button in the upper right hand corner to change the view.
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Screen A

"pop-out"

Screen B

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Gr3(2) U3MAL1 Sample Lesson.pptx

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EN™ in Action

rd Grade
Unit 3, Module A
Lesson 1

Icons

RDW — Read, Draw, Write

(target) — Learning Target

(whiteboard) — Personal White Board

Problem Set 1 2 3 4 5 — Problem Set

(dice and shapes) — Manipulatives Needed

$+ - \times \div$ — Fluency

(speech bubbles) — Think Pair Share

(group of people) — Whole Class

(person) — Individual

(two people) — Partner
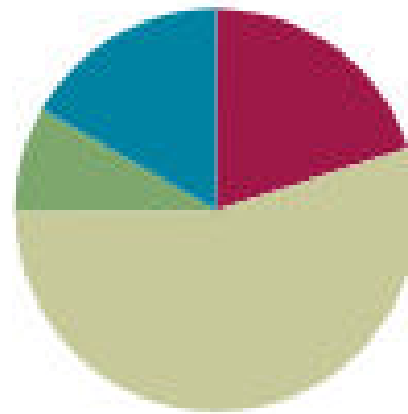
(three people) — Small Group

(clock face) — Small Group Time

Lesson 29

Objective: Represent numerically four-digit dividend division with divisors of 2, 3, 4, and 5, decomposing a remainder up to three times.
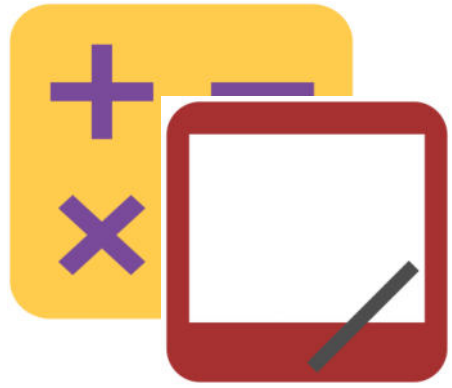
Suggested Lesson Structure

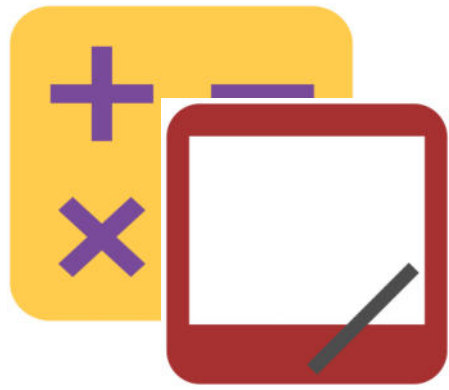|		
■ Fluency Practice	(12 minutes)	
■ Application Problem	(5 minutes)	
■ Concept Development	(33 minutes)	
■ Student Debrief	(10 minutes)	
Total Time	**(60 minutes)**	

I can represent numerically four-digit dividend division with divisors of 2, 3, 4, and 5, decomposing a remainder up to three times.

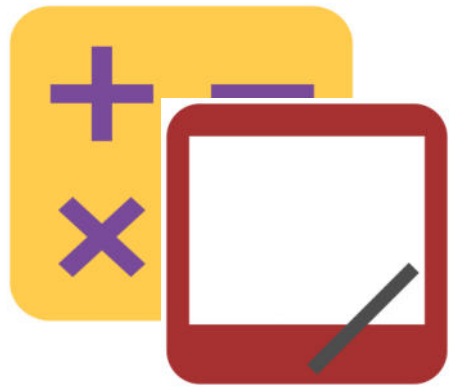# Multiply by Units

2 × 4 = ___

Say the multiplication sentence in unit form.

Multiply by Units
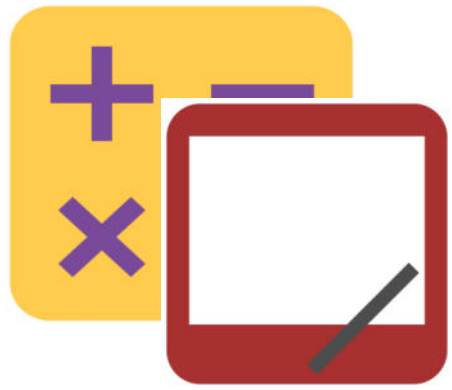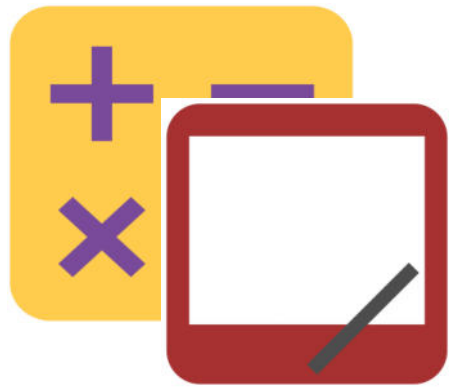
$$2 \times 4 = \underline{}$$

Write the equation in standard form.

Multiply by Units

$$20 \times 4 = \underline{\quad\quad}$$

Say the multiplication sentence in unit form.
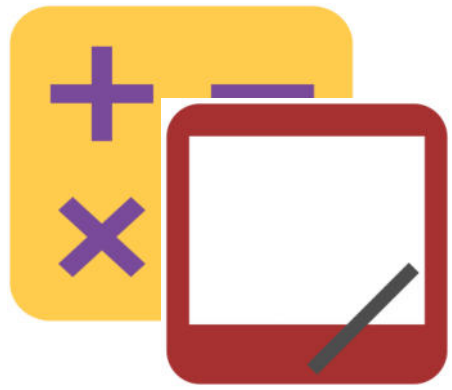
Multiply by Units

20 × 4 = ____

Write the equation in standard form.

Multiply by Units

2 tens × 4 tens = _____

Say the multiplication sentence in unit form.

Multiply by Units

2 tens × 4 tens = ___

Write the equation in standard form.
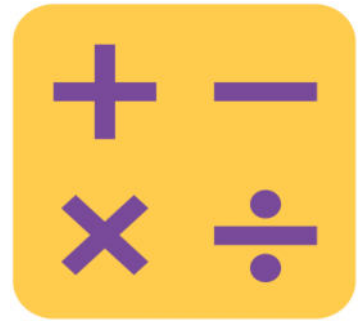
Divide Different Units
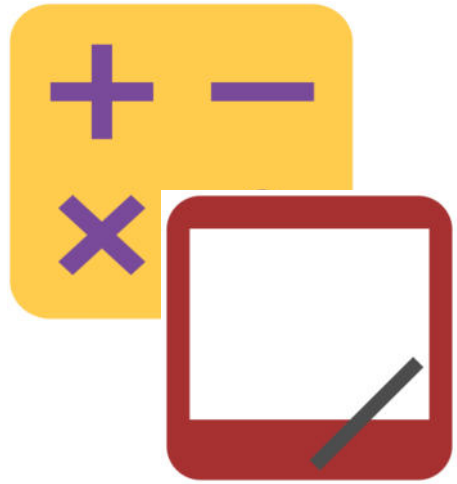
Divide to Find Half

Find half of 38 using long division.

Find half of 386.

RDW Application Problem

Janet uses 4 feet of ribbon to decorate each pillow. The ribbon comes in 225-foot rolls. How many pillows will she be able to decorate with one roll of ribbon? Will there be any ribbon left over?

Concept Development

Materials

☐ **(S) Personal white boards**

Concept Development

4,325 ÷ 3

Write 4,325 ÷ 3 on your personal whiteboard.

Divide 4 thousands by 3.

What is the quotient?

**Record 1 thousand. Say the multiplication sentence
that tells how many of the thousands we distributed.**

Concept Development

$$4,325 \div 3$$

We began with 4 thousands and distributed 3 of them. How many thousands remain? What is the subtraction sentence that will show that?

Concept Development

$$4,325 \div 3$$

What do you notice about what we subtracted?

How many hundreds did we already have?

Record 4 hundreds. Continue dividing with your partner.

Concept Development

$$4{,}325 \div 3$$

Say the complete division sentence.

Great! How can we use multiplication and addition to check if our quotient and remainder are correct?

Concept Development

Ellie bought two packs of beads. Altogether, she has 1,254 beads. If the number of beads in each bag is the same, how many beads are in three packs?
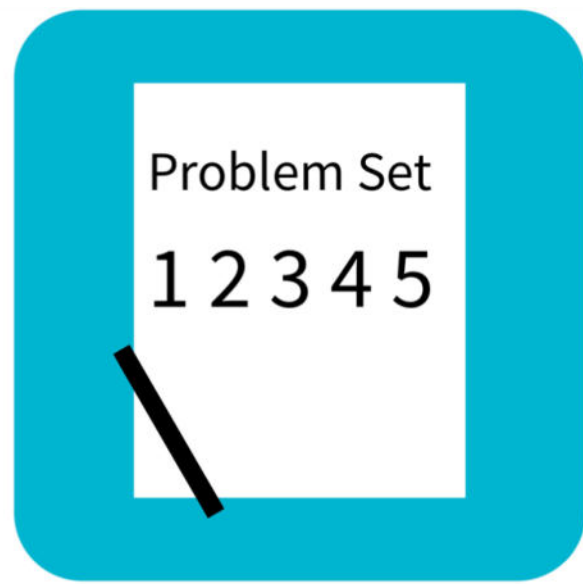
Draw something to help you solve this problem.

What did you draw?

Concept Development

Ellie bought two packs of beads. Altogether, she has 1,254 beads. If the number of beads in each bag is the same, how many beads are in three packs?

What conclusions did you make from your drawing?

1,254 divided by 2 is…?

Problem Set

Problem Set

1 2 3 4 5

Name _____   Date _____

1. Divide, and then check using multiplication.

   a. $1,672 \div 4$

Debrief

All of the problems in the Problem Set divided a
four-digit number by a one-digit number. Why do some of the
quotients contain three digits while others have four?

What did you notice about the size of the
quotient in Problems 1(e) and 1(f) when the
divisor increased from 2 to 3?

Problems 1(i) and 1(j) resulted in the same quotient. Explain why
that is possible.

When is it possible
for you to know, before dividing, whether or not a division
problem will have a remainder?

Exit Ticket

Name _____ Date _____

1. Divide, and then check using multiplication.

a. 1,773 ÷ 3	b. 8,472 ÷ 5