

# Eureka Math

## 4th Grade Module 3 Lesson 30

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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# 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.

The image displays two screenshots of a Google Slides presentation. The left screenshot, labeled "Screen A", shows a slide with the text "ReadyGEN™ in Action" and "3<sup>rd</sup> Grade Unit 3, Module A Lesson 1". The right screenshot, labeled "Screen B", shows the same slide but with the Google Slides interface overlaid. A red box highlights the "pop-out" button in the top right corner of the browser window. A red arrow points to this button with the text "pop-out". Another red box highlights the "File" menu, and a third red box highlights the "Make a copy..." option in the dropdown menu. A fourth red box highlights a "Copy document" dialog box that appears after clicking "Make a copy...". The dialog box contains the text "Enter a new document name:" followed by a text input field containing "Rename Your Presentation". Below the input field, it says "Comments will not be copied to the new document." and there is a checkbox for "Share it with the same people" which is unchecked. At the bottom of the dialog are "OK" and "Cancel" buttons.

# Icons



Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



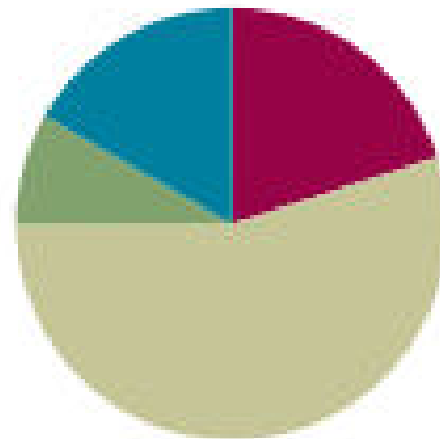
Small Group Time

## Lesson 30

**Objective:** Solve division problems with a zero in the dividend or with a zero in the quotient.

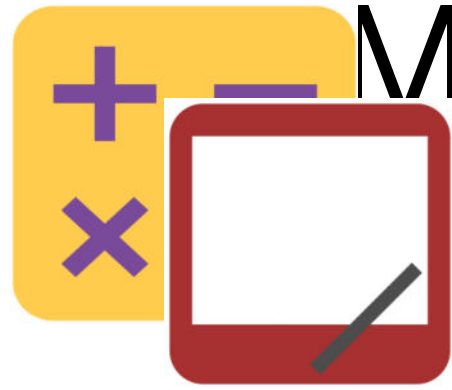
### Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(5 minutes)
Concept Development	(33 minutes)
Student Debrief	(10 minutes)
<b>Total Time</b>	<b>(60 minutes)</b>





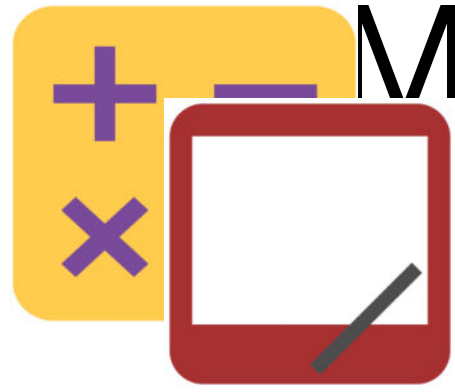
**I can solve division problems with a zero in the dividend or with a zero in the quotient.**



# Multiply Using the Standard Algorithm

$$773 \times 2 = \underline{\quad}$$

**On your personal white board, find the product using the standard algorithm.**



# Multiply Using the Standard Algorithm

$$147 \times 3 = \underline{\quad}$$

$$1,605 \times 3 = \underline{\quad}$$

$$5,741 \times 5 = \underline{\quad}$$



# Divide Different Units

$$15 \text{ ones} \div 3 = \underline{\quad}$$

$$15 \text{ tens} \div 3 = \underline{\quad}$$

$$25 \text{ hundreds} \div 5 = \underline{\quad}$$

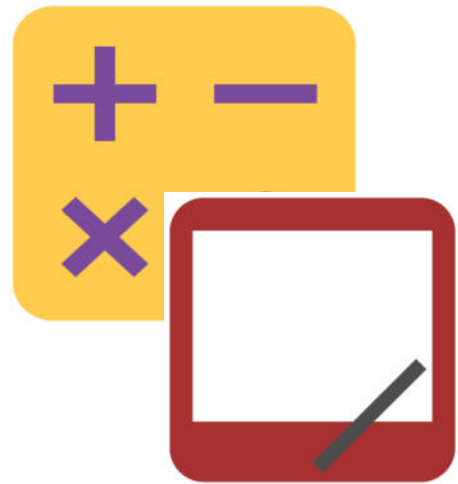
$$21 \text{ hundreds} \div 3 = \underline{\quad}$$

$$28 \text{ tens} \div 4 = \underline{\quad}$$

$$30 \text{ tens} \div 5 = \underline{\quad}$$

$$40 \text{ hundreds} \div 5 = \underline{\quad}$$

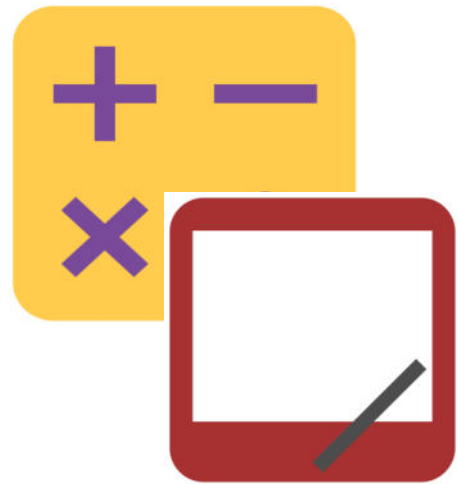




Find the Quotient and  
Remainder

$$4,768 \div 2$$

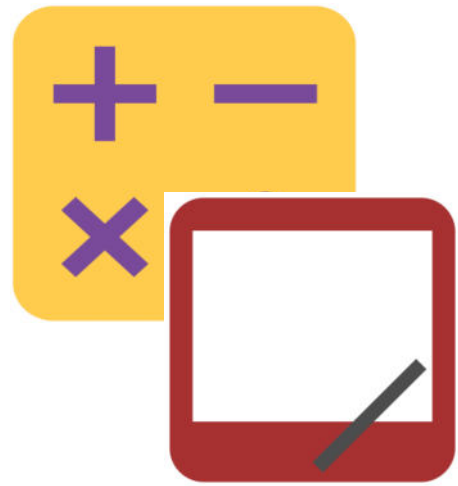
**On your personal white board, find  
the quotient and remainder.**



Find the Quotient and  
Remainder

$$6,851 \div 5$$

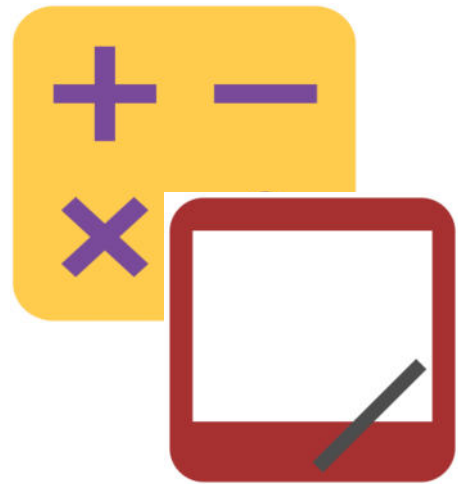
**On your personal white board, find  
the quotient and remainder.**



Find the Quotient and  
Remainder

$$1,264 \div 4$$

**On your personal white board, find  
the quotient and remainder.**



Find the Quotient and  
Remainder

$$1,375 \div 4$$

**On your personal white board, find  
the quotient and remainder.**




# Application Problem

**The store wanted to put 1,455 bottles of juice into packs of 4. How many complete packs can they make? How many more bottles do they need to make another pack?**

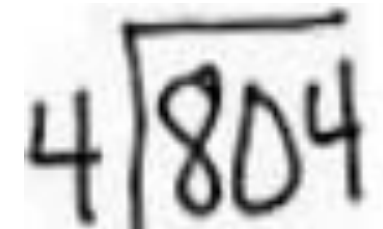
# Concept Development

## Materials

-  **(S) Personal white boards, thousands place value chart (template)**

# Concept Development

$$804 \div 4$$



A handwritten long division problem showing the number 4 on the left, a vertical line, and the number 804 on the right, all enclosed in a rectangular box.

**What is our first step to divide 804 by 4?**

**8 hundreds divided by 4 is...?**

**Say a multiplication sentence that tells how many hundreds have been distributed, starting with 2 hundreds.**

# Concept Development

$$4,218 \div 3$$

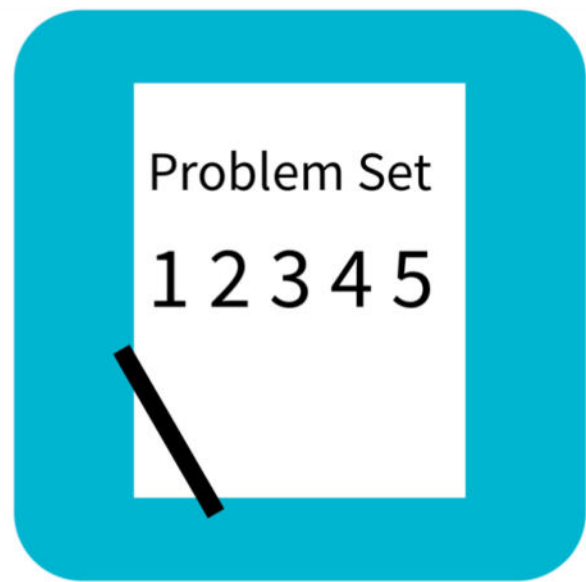


A handwritten long division problem showing 3 dividing 4,218. The numbers are written in a simple, slightly irregular font. A horizontal line is drawn above the 4,218, and a vertical line is drawn to the left of it, forming a division symbol. The 3 is written to the left of the vertical line.

**Work with your partner to divide the thousands and the hundreds. As I circulate around the room, let me hear you using the language of units as you divide.**







# Problem Set

Name \_\_\_\_\_

Date \_\_\_\_\_

Divide. Check your solutions by multiplying.

1.  $204 \div 4$

2.  $704 \div 3$

# Debrief

**In Problem 6, did anyone get 128? How did you know that was wrong?**

**In Problem 10, the whole had consecutive zeros.**

**How does your place value knowledge help you to keep track of where you are dividing?**

**How does multiplication help you check your division?**

**For what reason might there be a zero in the quotient?**

# Exit Ticket

Name \_\_\_\_\_

Date \_\_\_\_\_

Divide. Check your solutions by multiplying.

1.  $380 \div 4$

2.  $7,040 \div 3$