Unit 5 Module 4 Session 1

Problems & Investigations- Paper Rectangles

Assessment- Division Checkpoint

Getting Ready-

- ™ T1 Division Checkpoint
- Red linear units
- Colored Tiles (about 30 per student pair, as well as a set for display)
- ™ T2 Rectangles (see Preparation)
- ™ T3 Rectangle Z
- SB 175 Grid Paper
- Tangrams (3 sets, optional for challenge suggestion)
- scissors (class set) • rulers (class set) • crayons or colored pencils (class set)

Vocabulary

Area Dimension

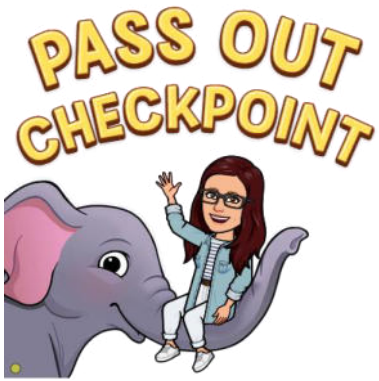
Divide Equation

Estimate Measure

Multiply Rectangle

Square Square Unit

- Solve division story problems with dividends to 100 involving situations of equal groups
- Solve division problems by finding an unknown factor
- Demonstrate an understanding that a square with a side length of 1 unit is called a "unit square" and has 1 square unit of area
- Demonstrate an understanding that unit squares can be used to measure the areas of other plane figures
- Measure the area of a plane figure by counting the number of square units that cover it
- Find the area of a rectangle with whole-number side lengths by tiling it



Division Checkpoint

1 Solve each story problem. Use numbers, labeled sketches, or words to show your thinking, and write the answer. Then write an equation to match the problem.

a The Bead Store just got lots of new beads. Addy is going to take 24 of the new glass beads and put them into bags. If she puts 8 beads in each bag, how many bags does she need?

Work:

Answer: Addy needs _____ bags.

Equation: _____

b Tim comes into the Bead Store and buys 36 of the new beads. He is planning to use them to make 4 bracelets. If he uses all the beads and divides them evenly, how many will he have for each bracelet?

Work:

b Tim comes into the Bead Store and buys 36 of the new beads. He is planning to use them to make 4 bracelets. If he uses all the beads and divides them evenly, how many will he have for each bracelet?

Work:

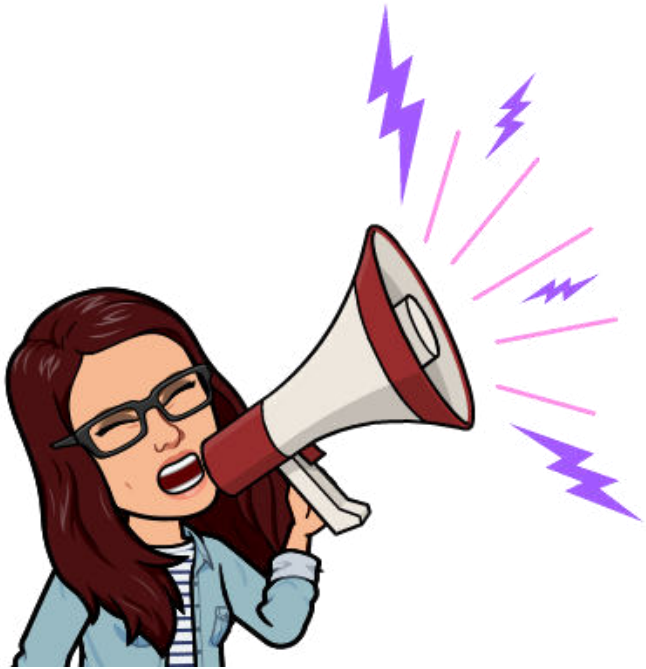
Answer: Tim will have _____ beads for each bracelet.

Equation: _____

2 Anna is doing her homework. She has to solve some division problems. Her big sister says that if Anna thinks of the multiplication facts she knows, it will make the work easier. For each of the division problems below, circle the multiplication fact that would help Anna the most. Then write the answer to the division problem.

24 ÷ 4 = _____	3 × 8 = 24	4 × 6 = 24	2 × 12 = 24
30 ÷ 6 = _____	3 × 10 = 30	2 × 15 = 30	6 × 5 = 30
36 ÷ 4 = _____	4 × 9 = 36	6 × 6 = 36	4 × 8 = 32
28 ÷ 7 = _____	7 × 6 = 42	7 × 4 = 28	2 × 14 = 28
35 ÷ 5 = _____	5 × 5 = 25	1 × 35 = 35	5 × 7 = 35

What do you know about this term?



Pass out rectangles master and 50 colored tiles to pairs of students.

Students- Cut them apart.

Rectangle Z

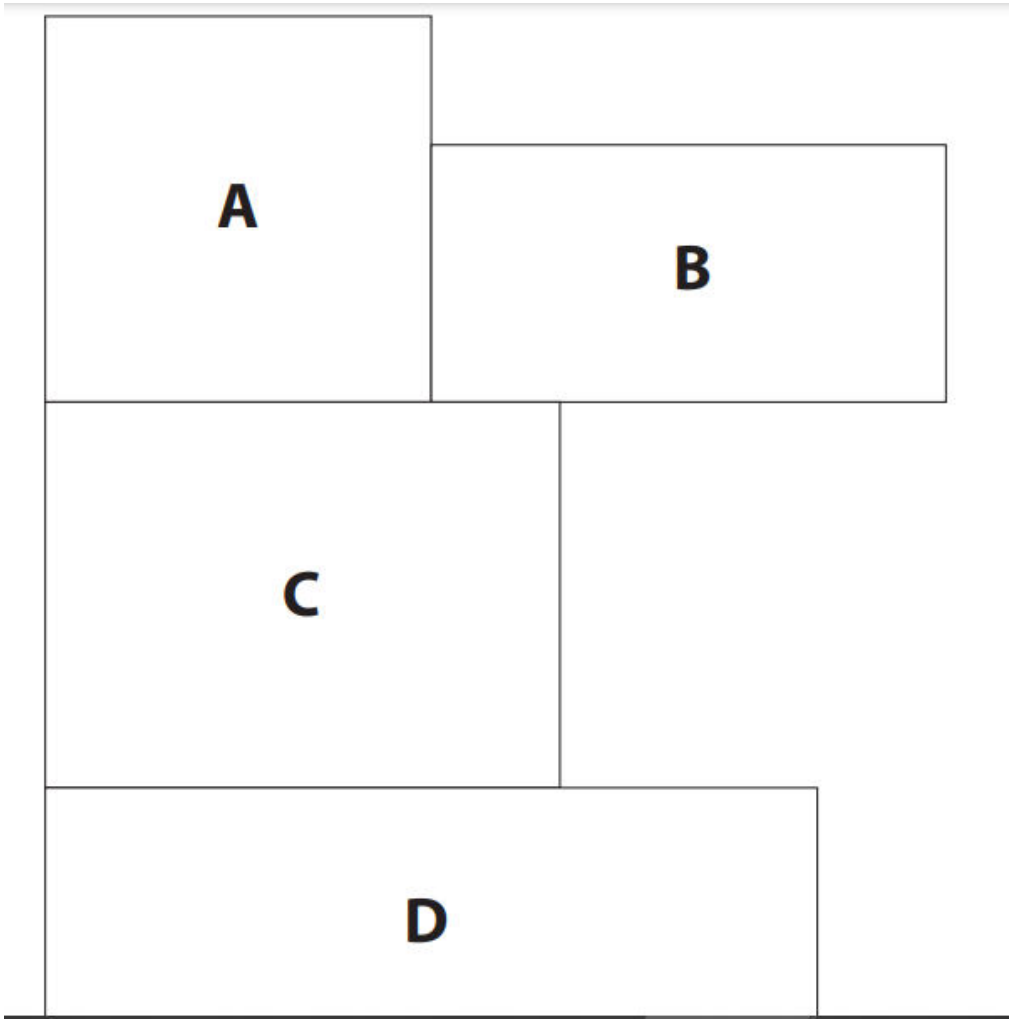
What is the area of Rectangle Z in square units this size?

Estimates:

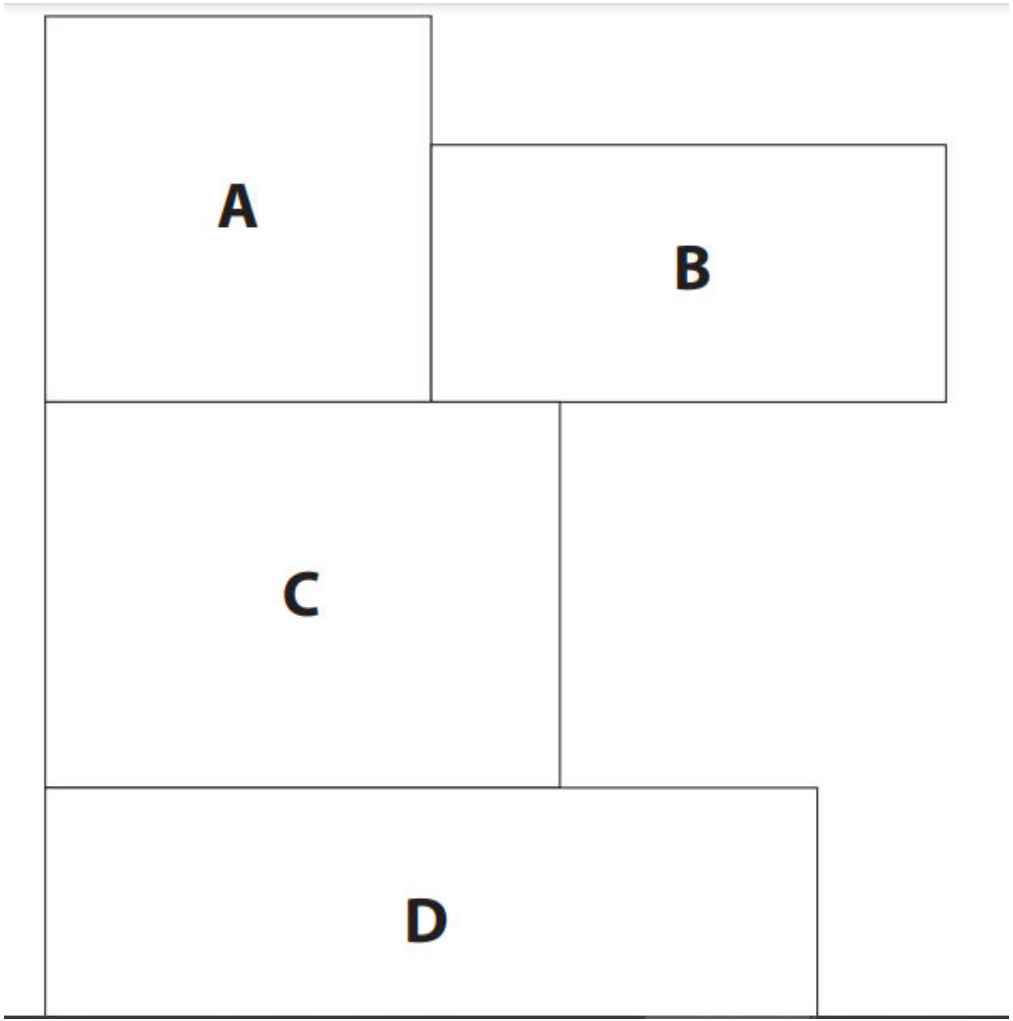
Actual Measure: _____ square units

ESTIMATE FIRST

Place your rectangles in order from smallest to greatest depending on how many tiles it will take to cover them.



Now find the actual area of each rectangle.



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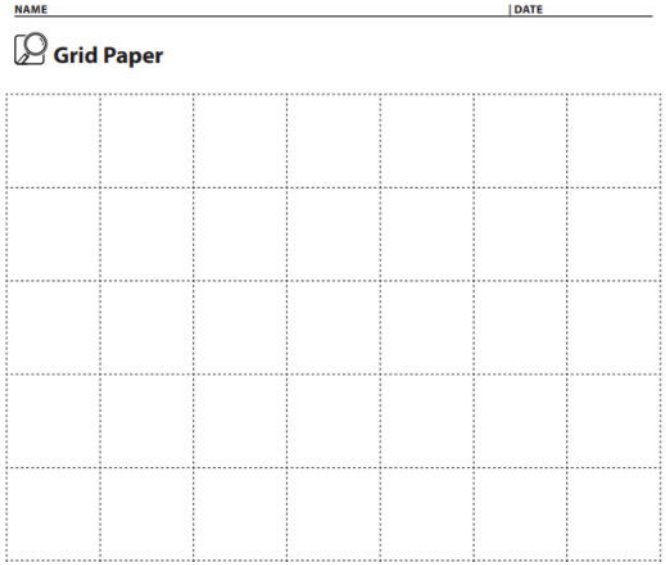
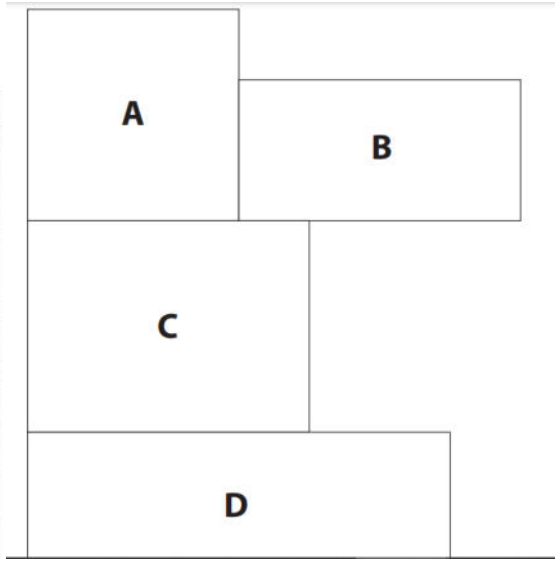
1. Copy one of the rectangles onto the grid paper by coloring in the correct number of square units.

1. Label the dimensions

1. Write what you know about area right now.





Work Places

4C Target One Thousand

4D Hexagon Spin & Fill

5A Solving Game Store Problems

5B Scout them Out

5C Line 'Em Up

5D Division Capture

Daily Practice

SB 176 More Multiplication Arrays

Home Connection

HC 95-96 Division & Fraction Review