## Unit 4 Lesson 19: Ways to Divide Larger Numbers

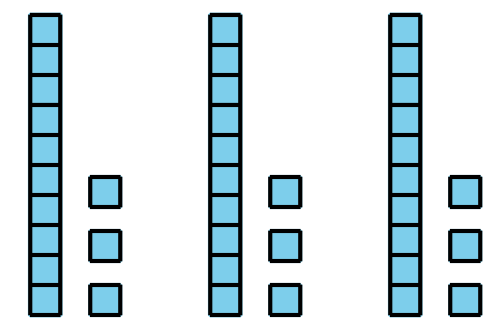
### WU True or False: Ones, Tens, Twenties (Warm up)

#### Student Task Statement

Decide if each statement is true or false. Be prepared to explain your reasoning.

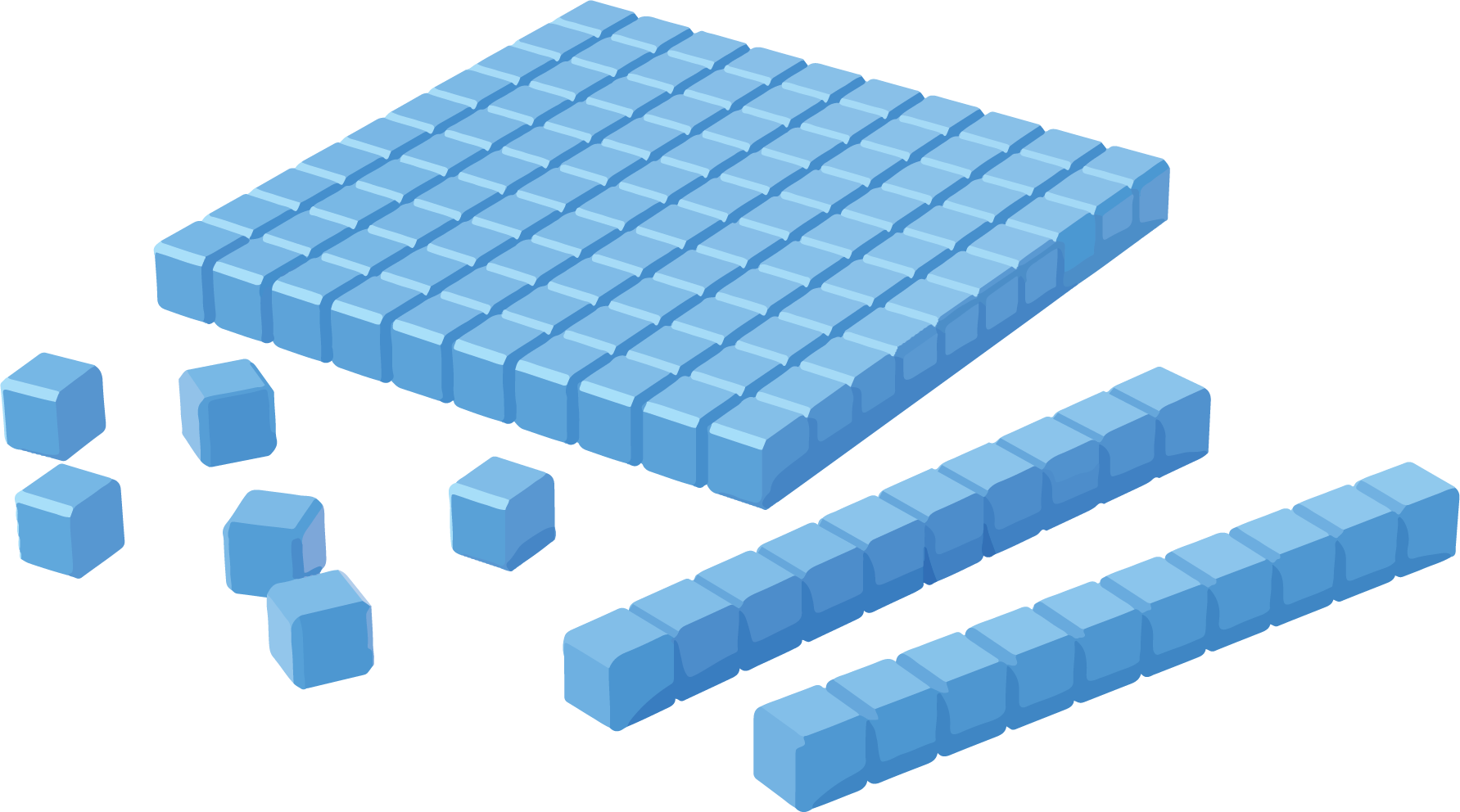
### 1 Divide with Base-Ten Blocks

#### Images for Launch



#### Student Task Statement

1. Use base-ten blocks to represent each expression. Then, find its value.
2. Find the value of each expression. Use base-ten blocks if you find them helpful.

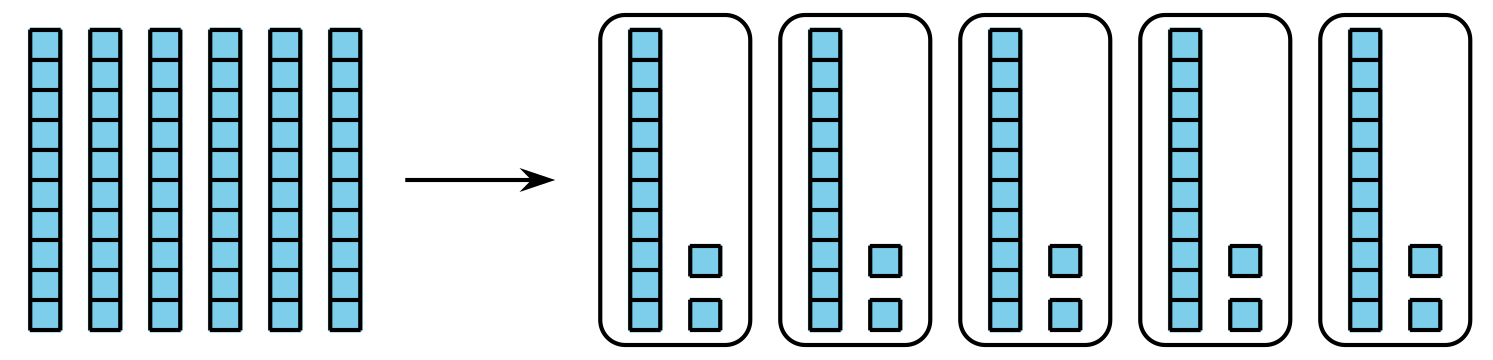
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### 2 Different Ways to Show Division

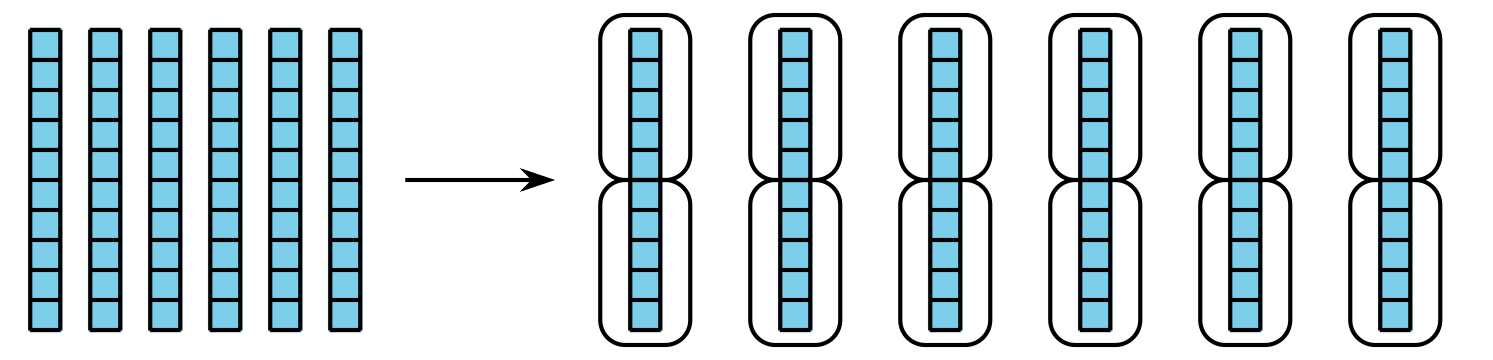
#### Student Task Statement

Jada and Han used base-ten blocks to represent .

Here is Jada’s work:



Here’s Han’s work:



1. Make sense of Jada’s and Han’s work.
   1. What did they do differently?
   2. Where do we see the value of in each person’s work?
2. How would you use base-ten blocks so you could represent these expressions and find their value? Be prepared to explain your reasoning.
   1. : Would you make 4 groups or groups of 4?
   2. : Would you make 6 groups or groups of 6?
   3. : Would you make 15 groups or groups of 15?



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