## 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.

* $4×10=40×1$
* $4×20=4×2×10$
* $8×20=8×2×1$
* $8×20=16×10$

### 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.
	1. $55÷5$
	2. $45÷3$
2. Find the value of each expression. Use base-ten blocks if you find them helpful.
	1. $63÷3$
	2. $84÷7$
	3. $100÷5$
* 

### 2 Different Ways to Show Division

#### Student Task Statement

Jada and Han used base-ten blocks to represent $60÷5$.

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 $60÷5$ 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. $64÷4$: Would you make 4 groups or groups of 4?
	2. $72÷6$: Would you make 6 groups or groups of 6?
	3. $75÷15$: Would you make 15 groups or groups of 15?



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