# Lesson 4: Volvamos a la división

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 5.G.B.3, 5.G.B.4, 5.NBT.B.6 |

### Teacher-facing Learning Goals

* Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.

### Student-facing Learning Goals

* Estimemos y dividamos.

### Lesson Purpose

The purpose of this lesson is for students to estimate and find whole-number quotients with up to four-digit dividends and two-digit divisors.

In previous units students learned how to find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors. They used strategies based on place value, properties of operations, and the relationship between multiplication and division. In this lesson, students apply these understandings as they decide if a quotient is reasonable and write division expressions for a given quotient. If students need additional support with the concepts in this lesson, refer back to Unit 4, Section B in the curriculum materials.

### Access for:

### Students with Disabilities

* Action and Expression (Activity 2)

### Instructional Routines

MLR7 Compare and Connect (Activity 2), Notice and Wonder (Warm-up)

### Materials to Gather

* Tools for creating a visual display: Activity 2

### Lesson Timeline

|  |  |
| --- | --- |
| Warm-up | 10 min |
| Activity 1 | 15 min |
| Activity 2 | 20 min |
| Lesson Synthesis | 10 min |
| Cool-down | 5 min |

### Teacher Reflection Question

In tomorrow’s lesson, students revisit an algorithm for division that records partial quotients. How did the mathematics in today’s lesson prepare students for using the partial quotients algorithm?

## Cool-down

(to be completed at the end of the lesson) 5min

Estima y evalúa

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 5.NBT.B.6 |

### Student-facing Task Statement

1. Estima el valor de .
2. Encuentra el valor del cociente.

### Student Responses

1. Sample responses: 30 or 40 or a number in between.
2. 36