# Lesson 16: Base-ten Blocks to Divide

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 4.NBT.B.6 |
| Building Towards | 4.NBT.A |

### Teacher-facing Learning Goals

* Divide two-digit numbers by one-digit divisors using base-ten blocks.

### Student-facing Learning Goals

* Let’s use base-ten blocks to divide.

### Lesson Purpose

The purpose of this lesson is for students to make sense of base-ten representations for division.

In the previous lesson, students applied their understanding from grade 3 to divide two- and three-digit numbers by one-digit divisors. Students worked with dividends slightly beyond 100 and represented their thinking in a way that made sense to them.

In this lesson, students work with larger dividends and represent problems with base-ten blocks. This representation emphasizes place value, which supports the work with division in this section. Students are asked to represent their work with base-ten blocks on paper, but that is not the emphasis of this lesson. In the next lesson, students will make sense of and use base-ten diagrams. In future lessons, they will be able to choose a representation and method that makes sense to them as they go deeper into division work.

### Access for:

###  Students with Disabilities

* Representation (Activity 2)

### Instructional Routines

MLR7 Compare and Connect (Activity 1), What Do You Know About \_\_\_\_\_? (Warm-up)

### Materials to Gather

* Base-ten blocks: Warm-up, Activity 1, Activity 2
* Tools for creating a visual display: Activity 1

### Lesson Timeline

|  |  |
| --- | --- |
| Warm-up | 10 min |
| Activity 1 | 25 min |
| Activity 2 | 10 min |
| Lesson Synthesis | 10 min |
| Cool-down | 5 min |

### Teacher Reflection Question

What surprised you about how students used base-ten blocks to find the value of quotients? How might you use this in tomorrow’s lesson?

## Cool-down

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

Division Reflection

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 4.NBT.B.6 |

### Student-facing Task Statement

How was using the base-ten blocks helpful in your work today? How was it not helpful?

### Student Responses

Sample response: It was helpful when we were working with smaller numbers and we didn’t have to decompose blocks. It wasn’t helpful when I was trying to work with larger numbers.