

# Lesson 10: Récord mundial de danza folclórica

## Standards Alignments

Building On 4.NBT.B.6

Building Towards 5.NBT.B.6

## Teacher-facing Learning Goals

- Divide multi-digit whole numbers in a way that makes sense to them.

## Student-facing Learning Goals

- Exploremos la división de números de varios dígitos.

## Lesson Purpose

The purpose of this lesson is for students to estimate and solve multi-digit division problems in a way that makes sense to them.

In this lesson, students explore a context to make sense of division with multi-digit numbers (MP1). This builds on work students did in grade 4 where they divided with up to 4-digit dividends and single-digit divisors. Students used place value understanding, the relationship between multiplication and division and partial quotients to divide. The work in this lesson gives teachers an opportunity to see how students apply their prior understanding, including multiplying multi-digit numbers in the last section. In future lessons, students work toward using more efficient methods to divide multi-digit numbers, including partial quotients.

The context is a world record event for making the largest Peruvian folk dance. The mathematically important part of the context is that there were 4,704 people at the record breaking event and they were in groups of 8. For more information about this event, follow the link:  
<https://www.guinnessworldrecords.com/world-records/largest-peruvian-folk-dance>

## Access for:

### Students with Disabilities

- Engagement (Activity 2)

### English Learners

- MLR8 (Activity 2)

## Instructional Routines

5 Practices (Activity 1), How Many Do You See? (Warm-up)

## Lesson Timeline

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

## Teacher Reflection Question

How did the student work that you selected impact the direction of the discussion? What student work might you pick next time if you taught the lesson again?

## Cool-down (to be completed at the end of the lesson)

 5 min

Otra danza

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Building On 4.NBT.B.6

### Student-facing Task Statement

Un grupo diferente de 4,632 bailarines se organiza en grupos de 8.

1. Escribe un expresión de división que represente la situación.
2. ¿Cuántos grupos de 8 habrá? Explica o muestra cómo pensaste.

### Student Responses

1.  $4,632 \div 8$
2. 579. Sample response:  $8 \times 500 = 4,000$ ,  $8 \times 50 = 400$ ,  $8 \times 20 = 160$ ,  $8 \times 9 = 72$  and  $500 + 50 + 20 + 9 = 579$ .