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)

5 min

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.