## Unit 4 Lesson 11: Different Partial Quotients

### WU Notice and Wonder: Ways to Record (Warm up)

#### Student Task Statement

What do you notice? What do you wonder?

Clare’s strategy:

Jada’s strategy:



$\begin{matrix}130÷13&=10\\130÷13&=10\\65÷13&=5\\39÷13&=3\\\overset{¯}{  364÷13}&\overset{¯}{  =28}\end{matrix}$

### 1 Division Expressions

#### Student Task Statement

Take turns:

1. Choose a set of expressions that, when added together, is equal to $308÷14$. Not all expressions will be used.
2. Explain to your partner how you know that your cards represent a sum that is equal to $308÷14$.
* (Pause for teacher directions.)
1. Choose one of the sets of expressions whose sum is equal to $308÷14$ and use it to find the value of $308÷14$.

### 2 Choose Your Own Partial Quotients

#### Student Task Statement

For each expression, choose one of the partial quotients and, beginning with that expression, find the value of the quotient.

1. $360÷15$
	* $150÷15$
	* $300÷15$
	* $60÷15$
2. $945÷45$
	* $45÷45$
	* $450÷45$
	* $900÷45$
3. $992÷31$
	* $62÷31$
	* $341÷31$
	* $310÷31$
4. How did you decide which partial quotient to use to begin finding the quotient? Did you change your mind with any of the problems?



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