



# 5<sup>th</sup> Grade

## Tier 2 Intervention Lessons

Readiness Standard 2 - 4.NBT.6

**Learning Target:** I will divide multi-digit numbers

**Readiness for 5.NBT.6:** Divide up to a 4-digit number by a 2-digit number

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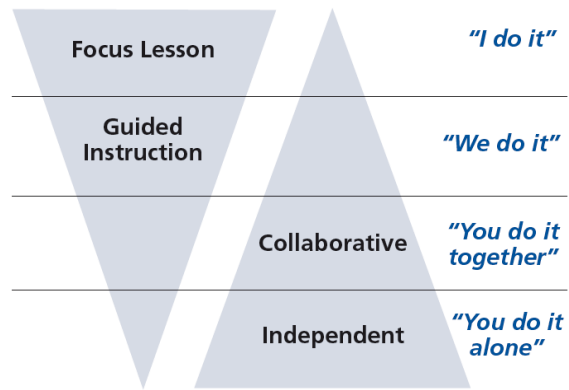
## IES Recommendations for Tier 2 and 3 intervention lessons:

2. Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8. These materials should be selected by committee.	<b>Low</b>
3. Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.	<b>Strong</b>
4. Interventions should include instruction on solving word problems that is based on common underlying structures.	<b>Strong</b>
5. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.	<b>Moderate</b>
6. Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.	<b>Moderate</b>
7. Monitor the progress of students receiving supplemental instruction and other students who are at risk.	<b>Low</b>
8. Include motivational strategies in tier 2 and tier 3 interventions.	<b>Low</b>

(Institute of Educational Sciences, Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, 2009, p. 6)

## 1. Gradual release of responsibility model

### Teacher Responsibility



2.

Figure 1

[\(Dr. Douglas Fisher, Effective Use of the Gradual Release of Responsibility Model\)](#)



# Planning Guide: Session 1

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

**Learning Target:** I will divide multi-digit numbers

**Readiness** for dividing up to a 4-digit number by a 2-digit number

<b>Recommended Actions</b>	
<b>Beginning</b> (15 min.)	<p><u>Review</u> the readiness standard with the intervention group using the <b>Guided Review</b></p> <ul style="list-style-type: none"><li>○ Introduce the learning target and why it is important for future learning</li><li>○ Read each question on the Guided Review and ask students to share what they remember from the previous school year.</li></ul>
<b>Middle</b> (5 min.)	<ul style="list-style-type: none"><li>➤ Ask students to <u>reflect</u> on their progress towards the learning target<ul style="list-style-type: none"><li>○ What did I remember about the learning target?</li><li>○ What did I learn today about the learning target?</li><li>○ How confident do I feel about doing the learning target on my own?</li></ul></li></ul>
<b>End</b> (10 min.)	<ul style="list-style-type: none"><li>➤ <u>Assess</u> each student's progress using <b>Quick Check – Form A</b></li><li>➤ Guide students to self-correct their <b>Quick Check – Form A</b></li><li>➤ Guide students to <u>chart their progress</u> by recording the date and Quick Check score in their <b>Growth Chart</b></li><li>➤ Collect each student's Quick Check and Growth Chart</li></ul>
<b>After</b>	<ul style="list-style-type: none"><li>➤ Create sub-groups to differentiate the middle of sessions 2 through 8<ul style="list-style-type: none"><li>○ Group 1 – Include students who <u>did not</u> meet the learning goal</li><li>○ Group 2 – Include students who met or exceeded the learning goal</li></ul></li></ul>



# 5<sup>th</sup> Grade Fall Guided Review

Readiness Standard 2 - 4.NBT.6

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide up to a four-digit number by a one-digit number.

1.

Divide:

$$4 \overline{)29}$$

2.

Divide:

$$7 \overline{)406}$$



# 5<sup>th</sup> Grade Fall Guided Review

Readiness Standard 2 - 4.NBT.6 (continued)

3.

Divide:

$$5 \overline{)8,710}$$



# 5<sup>th</sup> Grade Winter Guided Review

Readiness Standard 2 - 4.NBT.6

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide up to a four-digit number by a one-digit number.

1.

Divide:

$$5 \overline{)32}$$

2.

Divide:

$$8 \overline{)504}$$



# 5<sup>th</sup> Grade Winter Guided Review

Readiness Standard 2 - 4.NBT.6 (continued)

3.

Divide:

$$5 \overline{)8,415}$$





# 5<sup>th</sup> Grade Spring Guided Review

Readiness Standard 2 - 4.NBT.6

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide up to a four-digit number by a one-digit number.

1.

Divide:

$$7 \overline{)30}$$

2.

Divide:

$$7 \overline{)602}$$



# 5<sup>th</sup> Grade Spring Guided Review

Readiness Standard 2 - 4.NBT.6 (continued)

3.

Divide:

$$5 \overline{)9,130}$$



# Session 1: Self-Reflection

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

**Learning Target:** I will divide multi-digit numbers

Briefly discuss student responses

- What did I remember about dividing multi-digit numbers?
  
- What did I learn today about dividing multi-digit numbers?
  
- How confident do I feel about dividing multi-digit numbers on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form A

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide up to a four-digit number by a one-digit number.

**Directions:** Write the answer to each problem. (Work time: 5 minutes)

1.

$$5 \overline{)42}$$

2.

$$6 \overline{)504}$$

3.

$$7 \overline{)2,464}$$

4.

$$4 \overline{)5,932}$$



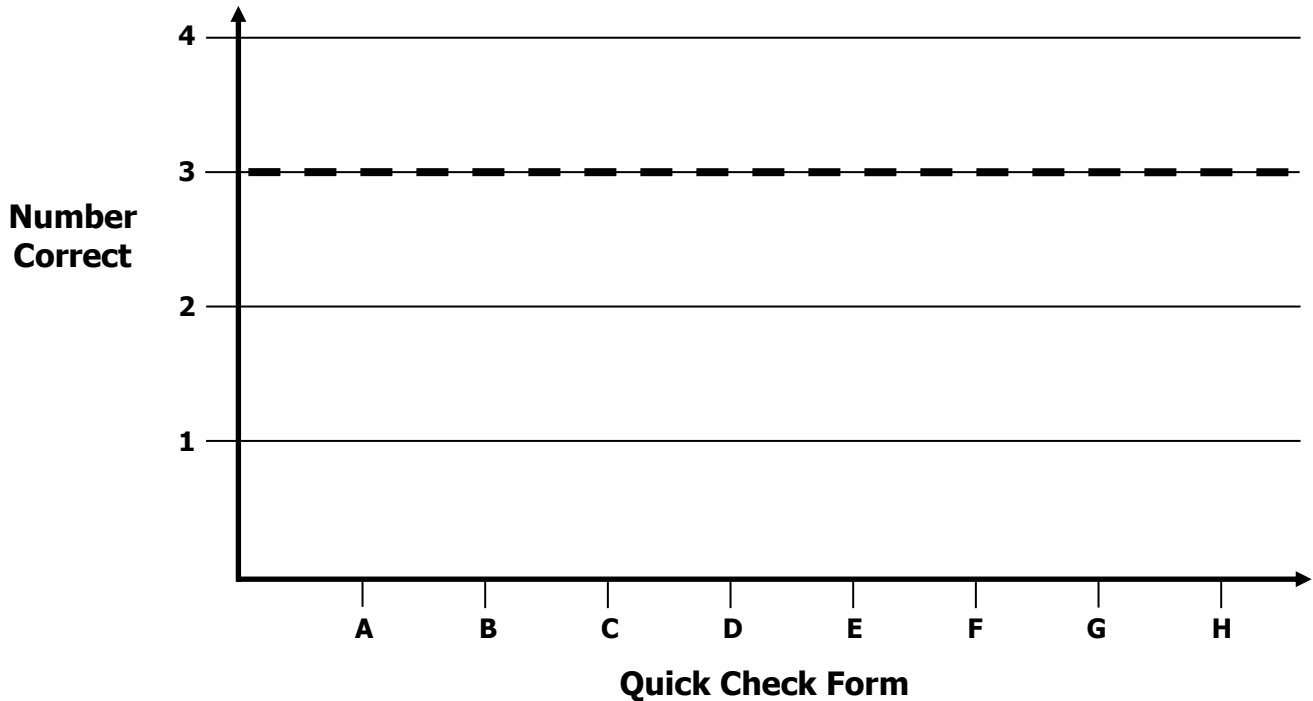
# Growth Chart

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide up to a four-digit number by a one-digit number.

**Goal:** 3 out of 4 correct



Intervention	Date	Score
Session 1:		
Session 2:		
Session 3:		
Session 4:		
Session 5:		
Session 6:		
Session 7:		
Session 8:		



# Planning Guide: Sessions 2 Through 8

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

**Learning Target:** I will divide multi-digit numbers

**Readiness** for dividing up to a 4-digit number by a 2-digit number

<b>Recommended Actions</b>			
<b>Beginning</b> (5 min.)	<ul style="list-style-type: none"> <li>➤ Review the learning target with the whole group and ask each student to set a goal.</li> </ul>		
<b>Middle</b> (15 min.)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Group 1:</b> Students who scored below the learning goal on the previous Quick Check.</p> <ul style="list-style-type: none"> <li>➤ Model solving a word problem – “I do”</li> <li>➤ Guided Practice – “We do”</li> </ul> <p><b>Session 2:</b> Divide multi-digit numbers using base-ten blocks and place-value cards.</p> <p><b>Session 3:</b> Divide multi-digit numbers using area model drawings and sub-totals.</p> <p><b>Session 4:</b> Divide multi-digit numbers using place-value understanding.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Group 2:</b> <i>(Students who met the learning goal)</i></p> <ul style="list-style-type: none"> <li>➤ Independent practice – “You do alone”</li> </ul> <p><b>Activity 1:</b> <i>“Build the Greater Quotient”</i></p> <p style="text-align: center;"><i>(Look for additional activities in 4<sup>th</sup> grade core instruction resources.)</i></p> </td> </tr> </table>	<p><b>Group 1:</b> Students who scored below the learning goal on the previous Quick Check.</p> <ul style="list-style-type: none"> <li>➤ Model solving a word problem – “I do”</li> <li>➤ Guided Practice – “We do”</li> </ul> <p><b>Session 2:</b> Divide multi-digit numbers using base-ten blocks and place-value cards.</p> <p><b>Session 3:</b> Divide multi-digit numbers using area model drawings and sub-totals.</p> <p><b>Session 4:</b> Divide multi-digit numbers using place-value understanding.</p>	<p><b>Group 2:</b> <i>(Students who met the learning goal)</i></p> <ul style="list-style-type: none"> <li>➤ Independent practice – “You do alone”</li> </ul> <p><b>Activity 1:</b> <i>“Build the Greater Quotient”</i></p> <p style="text-align: center;"><i>(Look for additional activities in 4<sup>th</sup> grade core instruction resources.)</i></p>
<p><b>Group 1:</b> Students who scored below the learning goal on the previous Quick Check.</p> <ul style="list-style-type: none"> <li>➤ Model solving a word problem – “I do”</li> <li>➤ Guided Practice – “We do”</li> </ul> <p><b>Session 2:</b> Divide multi-digit numbers using base-ten blocks and place-value cards.</p> <p><b>Session 3:</b> Divide multi-digit numbers using area model drawings and sub-totals.</p> <p><b>Session 4:</b> Divide multi-digit numbers using place-value understanding.</p>	<p><b>Group 2:</b> <i>(Students who met the learning goal)</i></p> <ul style="list-style-type: none"> <li>➤ Independent practice – “You do alone”</li> </ul> <p><b>Activity 1:</b> <i>“Build the Greater Quotient”</i></p> <p style="text-align: center;"><i>(Look for additional activities in 4<sup>th</sup> grade core instruction resources.)</i></p>		
<b>End</b> (10 min.)	<ul style="list-style-type: none"> <li>➤ Bring the students back together.</li> <li>➤ Ask students to reflect on their progress towards the learning target               <ul style="list-style-type: none"> <li>○ What did I learn today about dividing multi-digit numbers?</li> <li>○ How confident do you feel about dividing multi-digit numbers on my own? (Thumbs up, down, or sideways)</li> </ul> </li> <li>➤ Assess each student’s progress using the next <b>Quick Check</b> form</li> <li>➤ Guide students to self-correct their <b>Quick Check</b></li> <li>➤ Guide students to chart their progress in their <b>Growth Chart</b> <ul style="list-style-type: none"> <li>○ If not using Delta Math lessons, record the activity in the table</li> </ul> </li> <li>➤ Collect each student’s <b>Quick Check</b> and <b>Growth Chart</b></li> </ul>		
<b>After</b>	<ul style="list-style-type: none"> <li>➤ Regroup students to differentiate the middle of sessions 3 through 8               <ul style="list-style-type: none"> <li>○ Promote students who met the learning goal to group 2</li> <li>○ Exit students who met the learning goal for a third time</li> </ul> </li> <li>➤ Problem solve with a team to plan additional support for students who did not exit</li> </ul>		



## Session 2: Modeling (I Do)

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

**Learning Target:** I will divide multi-digit numbers

**Readiness** for dividing up to a 4-digit number by a 2-digit number

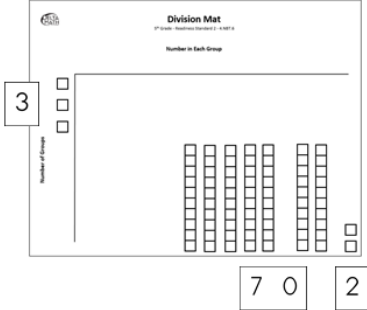
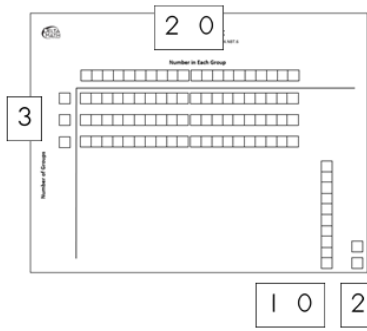
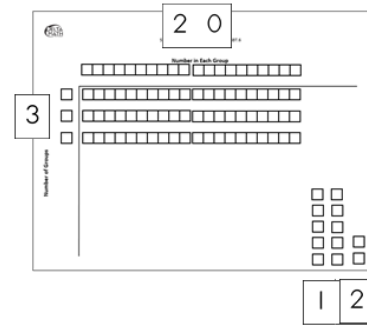
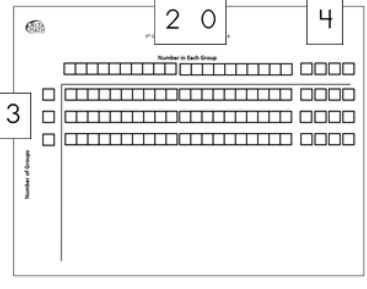
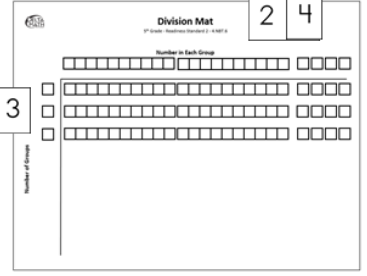
Principal Skinner is helping to plan a 4<sup>th</sup> grade party. He has 72 cookies to share equally among three 4<sup>th</sup> classrooms. How many cookies should each 4<sup>th</sup> grade classroom get?



# Session 2: Modeling (I Do – Visual Support)

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

**Learning Target:** I will divide multi-digit numbers **Readiness** for dividing up to a 4-digit number by a 2-digit number

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Prepare to Divide</p>	<p><i>Build the number of classrooms. (3)</i></p> <p><i>Build the total number of cookies to be shared. (72)</i></p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Find the Sub-Totals for each classroom</p>	<p><i>Find how many <b>tens</b> of cookies for each classroom. (2)</i></p>	
	<p><i>Ungroup the ten into 10 ones.</i></p>	
	<p><i>Find how many <b>ones</b> of cookies for each classroom. (4)</i></p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Find the total for each classroom</p>	<p><i>Find how many cookies each classroom will get. (24)</i></p>	





# Session 2: Modeling (I Do - Teacher Notes)

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

**Learning Target:** I will divide multi-digit numbers

**Readiness** for dividing up to a 4-digit number by a 2-digit number

Principal Skinner is helping to plan a 4<sup>th</sup> grade party. He has 72 cookies to share equally among three 4<sup>th</sup> classrooms. How many cookies should each 4<sup>th</sup> grade classroom get?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

The problem is about sharing cookies for a 4<sup>th</sup> grade party.

Second, I need to determine what I need to find.

I need to find how many cookies each 4<sup>th</sup> grade classroom should get.

Third, I need to determine what I know.

I know that the principal brought 72 cookies to be shared equally among three 4<sup>th</sup> grade classrooms.

Fourth, I need to figure out what I can try.

I am going to try using base-ten blocks and place-value cards to find out how many cookies each classroom gets.

I will begin setting up the division problem by building the total number of cookies...72...and the number of equal groups...3.

*(Build each number on the division mat using base-ten blocks and place-value cards.)*

Now, I will find the first sub-total that each classroom will get by sharing the tens among the 4 classrooms. *(Move 2 tens to each group on the mat.)*

It looks like each classroom will get at least 20 cookies.

*(Place 2 tens and the "20" place-value card near the top of the mat.)*

Before I can share the rest of the cookies with in each class, I must ungroup this ten into 10 ones.

*(Exchange the remaining ten for 10 ones. Then, slide the place-value cards together to represent 12 ones.)*

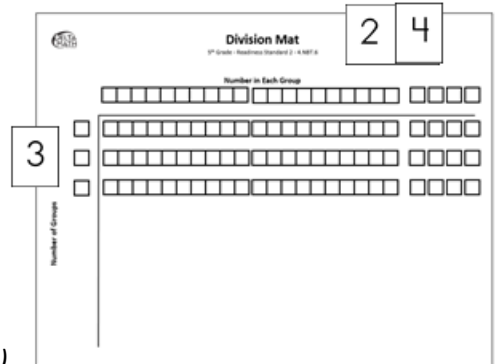
I will find the second sub-total by sharing the ones among the 4 classes. *(Move 4 ones to each group on the mat.)*

It looks like each class got another 4 cookies.

*(Place 4 ones and the "4" place-value card near the top of the division mat.)*

To find the total number of cookies shared with each class, I will combine the sub-totals 20 and 4...this equals 24.

*(Slide the "4" place-value card on top of the "20" to represent the 24 cookies for each class.)*



Last, I need to make sure that my answer makes sense.

I found that the principal brought 24 cookies for each 4<sup>th</sup> grade class. It makes sense because I built the total number of cookies being shared using base-ten blocks. Then, I found each sub-total by separati the blocks into 3 equal groups of tens and ones to find my answer.

# Place-Value Cards (1 → 100)

1	6	2	0	6	0	
2	7	3	0	7	0	
3	8	4	0	8	0	
4	9	5	0	9	0	
5	1	0	1	0	0	
<	>	=	+	-	x	÷
Less Than	Greater Than	Equal to				



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will divide multi-digit numbers

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

## Session 2: Guided Practice (We Do)

### Materials:

- Base-Ten Blocks (1 hundred, 20 tens and 20 ones)
- Place-value Cards (2 sets)
- Multiplication Mat
- Essential Questions for Division

### We Do Together: (Teacher Actions)

- Say the division problem.
- Use base-ten blocks and place-value cards to help you divide the numbers and write the answer.

1. $4 \overline{)52}$	2. $3 \overline{)41}$
3. $5 \overline{)120}$	4. $4 \overline{)144}$

### You Do Together: (As a class, or in small groups)

- Students take turns leading and repeat the steps to divide the numbers.

5. $5 \overline{)67}$	6. $3 \overline{)42}$
7. $4 \overline{)108}$	8. $3 \overline{)111}$



# Sessions 2→8

## Essential Questions for Division

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

- How many equal groups are there?
- How many total objects are in each group?
- How many objects are in each group?



## Session 2: Self-Reflection

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

**Learning Target:** I will divide multi-digit numbers

Briefly discuss student responses

- What did I learn today about dividing multi-digit numbers?
  
- How confident do I feel about dividing multi-digit numbers on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form B

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide up to a four-digit number by a one-digit number.

**Directions:** Write the answer to each problem. (Work time: 5 minutes)

1.

$$4 \overline{)29}$$

2.

$$7 \overline{)406}$$

3.

$$5 \overline{)8,710}$$

4.

$$8 \overline{)2,184}$$



# Session 3: Modeling (I Do)

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

**Learning Target:** I will divide multi-digit numbers

**Readiness** for dividing up to a 4-digit number by a 2-digit number

Our school ordered supplies to help students throughout the year. The order included for 5 cases of pencils for a total of 625 pencils. How many pencils does each case include?



# Session 3: Modeling (*I Do – Visual Support*)

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

**Learning Target:** I will divide multi-digit numbers

**Readiness** for dividing up to a 4-digit number by a 2-digit number

Our school ordered supplies to help students throughout the year. The order included for 5 cases of pencils for a total of 625 pencils. How many pencils does each case include?

Prepare to Divide	<p>Write and understand the division problem.</p> <p>Draw and label the rectangle.</p> <p>List the multiples of 5.</p>	$5 \times 1 = 5$ $5 \times 2 = 10$ $5 \times 3 = 15$ $5 \times 4 = 20$ $5 \times 5 = 25$ $5 \times 6 = 30$ $5 \times 7 = 35$ $5 \times 8 = 40$ $5 \times 9 = 45$ $5 \times 10 = 50$	<p>How many pencils are in each case?</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">5</div> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between; width: 250px;"> <span>625</span> <span></span> <span></span> </div> </div>	$5 \overline{)625}$
Find the Sub-Totals in each case	<p>Find how many <b>hundreds</b> are in each case. (1)</p> <p>Find how many pencils remain to divide. (125)</p>	$5 \times 1 = 5$ $5 \times 2 = 10$ $5 \times 3 = 15$ $5 \times 4 = 20$ $5 \times 5 = 25$ $5 \times 6 = 30$ $5 \times 7 = 35$ $5 \times 8 = 40$ $5 \times 9 = 45$ $5 \times 10 = 50$	<p>How many pencils are in each case?</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">5</div> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between; width: 250px;"> <span>625</span> <span>500</span> <span></span> </div> </div>	$\begin{array}{r} 100 \\ 5 \overline{)625} \\ - 500 \\ \hline 125 \end{array}$
	<p>Find how many <b>tens</b> are in each case. (2)</p> <p>Find how many pencils remain to divide. (25)</p>	$5 \times 1 = 5$ $5 \times 2 = 10$ $5 \times 3 = 15$ $5 \times 4 = 20$ $5 \times 5 = 25$ $5 \times 6 = 30$ $5 \times 7 = 35$ $5 \times 8 = 40$ $5 \times 9 = 45$ $5 \times 10 = 50$	<p>How many pencils are in each case?</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">5</div> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between; width: 250px;"> <span>625</span> <span>500</span> <span>100</span> </div> </div>	$\begin{array}{r} 20 \\ 100 \\ 5 \overline{)625} \\ - 500 \\ \hline 125 \\ - 100 \\ \hline 25 \end{array}$
	<p>Find how many <b>ones</b> are in each case. (5)</p> <p>Find how many pencils remain to divide. (0)</p>	$5 \times 1 = 5$ $5 \times 2 = 10$ $5 \times 3 = 15$ $5 \times 4 = 20$ $5 \times 5 = 25$ $5 \times 6 = 30$ $5 \times 7 = 35$ $5 \times 8 = 40$ $5 \times 9 = 45$ $5 \times 10 = 50$	<p>How many pencils are in each case?</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">5</div> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between; width: 250px;"> <span>625</span> <span>500</span> <span>100</span> <span>25</span> </div> </div>	$\begin{array}{r} 5 \\ 20 \\ 100 \\ 5 \overline{)625} \\ - 500 \\ \hline 125 \\ - 100 \\ \hline 25 \\ - 25 \\ \hline 0 \end{array}$
Find the total in each case	<p>Find how many pencils are total in each case. (125)</p>	$5 \times 1 = 5$ $5 \times 2 = 10$ $5 \times 3 = 15$ $5 \times 4 = 20$ $5 \times 5 = 25$ $5 \times 6 = 30$ $5 \times 7 = 35$ $5 \times 8 = 40$ $5 \times 9 = 45$ $5 \times 10 = 50$	<p>How many pencils are in each case?</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">5</div> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between; width: 250px;"> <span>625</span> <span>500</span> <span>100</span> <span>25</span> </div> </div>	$\begin{array}{r} 5 \\ 20 \\ 100 \\ 5 \overline{)625} \\ - 500 \\ \hline 125 \\ - 100 \\ \hline 25 \\ - 25 \\ \hline 0 \end{array} \quad ] 125$





# Session 3: Modeling (*I Do - Teacher Notes*)

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

**Learning Target:** I will divide multi-digit numbers

**Readiness** for dividing up to a 4-digit number by a 2-digit number

Our school ordered supplies to help students throughout the year. The order included for 5 cases of pencils for a total of 625 pencils. How many pencils does each case include?

**I am going to think aloud to model solving this problem.**

**Your job is to watch, listen, think and ask questions.**

**First, it is important to know what the problem is about.**

**The problem is about our school store ordering supplies.**

**Second, I need to determine what I need to find.**

**I need to find how many pencils are included in each case.**

**Third, I need to determine what I know.**

**I know that our school ordered 5 cases of pencils and a total of 625 pencils were ordered.**

**Fourth, I need to figure out what I can try.**

**Since this problem is looking for the number of pencils in each case, I can use the division problem  $625 \div 5$  to find the answer.**

**I will also draw a picture to help me find the answer since the numbers are large and using base-ten blocks would be more difficult.**

**I will begin drawing a rectangle and labeling it with information I know...the total number of pencils is 625...there are 5 cases of pencils...and the amount in each case is unknown.**

*(Draw a rectangle and label the sides and interior with "625", "5", and "How many pencils are in each case?")*

**To make finding each sub-total easier, I will list the multiples of 5... $5 \times 1 = 5$ ,  $5 \times 2 = 10$ ... $5 \times 3 = 15$ ...**

*(Continue listing each multiple up to  $5 \times 10 = 50$ .)*

**Now I'm ready to find how many hundreds are in each of the 5 cases.**

**To find how many hundreds are in each of the 5 cases, I need to find..."5 times how many hundreds gets me close to...but not greater than 625?"**

*(Point to the 5 and underline the digit "6" in the hundreds place of 625.)*

**I see that  $5 \times 1 = 5$ , so 5 times 1 hundred is 5 hundreds...which is equal to 500.**

*(Write "100" at the top of the math drawing. Then, draw a vertical line and write "500" inside the first section.)*

**I need to find how many remain from the original 625 pencils before I can find the number of tens in each case.**

**I shared 500 pencils so far.**

*(Write "100" above the 625 and "- 500" below the 625 to the right of the math drawing.)*

**Therefore, I need to subtract 500 from 625...this equals 125.**

*(Write "125" below the 500 to the right of the math drawing.)*



## Session 3: Modeling (*I Do - Teacher Notes Cont.*)

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

**Learning Target:** I will divide multi-digit numbers

**Readiness** for dividing up to a 4-digit number by a 2-digit number

**To find how many tens are in each of the 5 cases, I need to find..."5 times how many tens gets me close to...but not greater than 125?"**

*(Point to the 5 and 125 in the math drawing.)*

**I see that  $5 \times 2 = 10$ ...so 5 times 2 tens is 10 tens...which is equal to 100.**

*(Write "20" at the top of the math drawing. Then, draw another vertical line and "100" inside the second section.)*

**I need to find how many remain from the 125 pencils before I can find the number of ones in each case.**

**I shared another 100 pencils in the 5 cases.**

*(Write "20" above the 100 and "-100" below the 125 to the right of the math drawing.)*

**Therefore, I need to subtract these 100 from 125...this equals 25.**

*(Write "25" below the 100 to the right of the math drawing.)*

**To find how many ones are in each of the 5 cases, I need to find..."5 times how many ones gets me close to, but not greater than 25?"**

**I see that 5 times 5 is 25...so there are 5 more pencils in each of the 5 cases.**

*(Write "5" at the top of the third section and "25" inside the third section of the math drawing.)*

**I need to verify there are no pencils remaining of the original 625.**

**I shared another 25 pencils among the 5 cases.**

*(Write "5" above the 20 and "-25" below the 25 to the right of the math drawing.)*

**$25 - 25 = 0$ , so there are no more pencils remaining to divide.**

*(Write "0" below the  $-25$  to the right of the math drawing.)*

**Now I will add the sub-totals to find the total number of pencils in each case...1 hundred...2 tens...and 5 ones combine to equal 125.**

*(Write a "]" and "125" as the total to the right of the math drawing)*

**Last, I need to make sure that my answer makes sense.**

**I found that 125 pencils would be in each case. It makes sense because I represented this division problem with an area model drawing. Then, I used unknown multiplication to help me find each sub-total of pencils that were shared equally in each case.**



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide multi-digit numbers

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

## Session 3: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the problem and use an area model drawing to help you divide the numbers.

1.

*How many are in each group?  $56 = 3 \times \underline{\quad}$*

$$3 \overline{) 56}$$



2.

*How many are in each group?  $572 = 4 \times \underline{\quad}$*

$$4 \overline{) 572}$$





Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will divide multi-digit numbers

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

### Session 3: Guided Practice (We Do Together – Cont.)

3.

*How many are in each group?  $7305 = 5 \times \underline{\quad}$*

$$5 \overline{) 7305}$$

4.

*How many are in each group?  $3024 = 6 \times \underline{\quad}$*

$$6 \overline{) 3024}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will divide multi-digit numbers

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

## Session 3: Guided Practice (You Do Together)

You Do Together: (As a class, or in small groups)

- Students take turns leading and repeat the steps to divide the numbers.

5.

*How many are in each group?  $75 = 4 \times \underline{\quad}$*

$$4 \overline{) 75}$$

6.

*How many are in each group?  $578 = 8 \times \underline{\quad}$*

$$8 \overline{) 578}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will divide multi-digit numbers

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

## Session 3: Guided Practice (You Do Together – Cont.)

7.

*How many are in each group?  $7406 = 9 \times \underline{\quad}$*

$$9 \overline{) 7406}$$

8.

*How many are in each group?  $8020 = 5 \times \underline{\quad}$*

$$5 \overline{) 8020}$$

**Learning Target:** I will divide multi-digit numbers

 5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

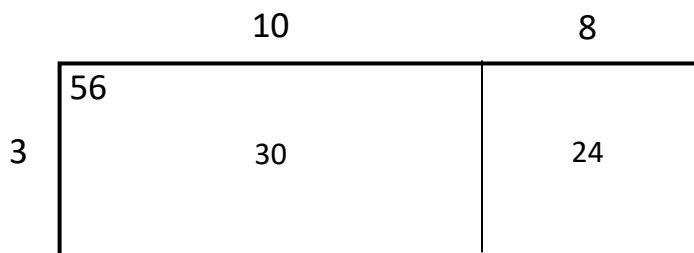
# Session 3: Guided Practice (We Do – Visual Support)

**We Do Together:** (Teacher Actions)

- Say the multiplication problem and use an area model drawing to help you divide the numbers.

**1.**
***How many are in each group?  $56 = 3 \times \underline{18 R2}$*** 

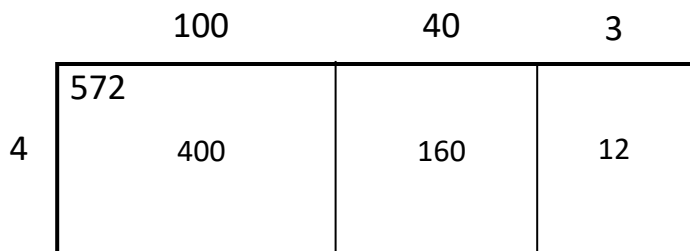
- $3 \times 1 = 3$
- $3 \times 2 = 6$
- $3 \times 3 = 9$
- $3 \times 4 = 12$
- $3 \times 5 = 15$
- $3 \times 6 = 18$
- $3 \times 7 = 21$
- $3 \times 8 = 24$
- $3 \times 9 = 27$
- $3 \times 10 = 30$



$$\begin{array}{r}
 \phantom{3} 8 \\
 \phantom{3} 10 \\
 \hline
 3 \overline{) 56} \\
 \underline{- 30} \\
 26 \\
 \underline{- 24} \\
 2
 \end{array}
 \quad \left. \vphantom{\begin{array}{r} 8 \\ 10 \\ 56 \\ 30 \\ 26 \\ 24 \\ 2 \end{array}} \right\} \mathbf{18 R2}$$

**2.**
***How many are in each group?  $572 = 4 \times \underline{143}$*** 

- $4 \times 1 = 4$
- $4 \times 2 = 8$
- $4 \times 3 = 12$
- $4 \times 4 = 16$
- $4 \times 5 = 20$
- $4 \times 6 = 24$
- $4 \times 7 = 28$
- $4 \times 8 = 32$
- $4 \times 9 = 36$
- $4 \times 10 = 40$



$$\begin{array}{r}
 \phantom{4} 3 \\
 \phantom{4} 40 \\
 \phantom{4} 100 \\
 \hline
 4 \overline{) 572} \\
 \underline{- 400} \\
 172 \\
 \underline{- 160} \\
 12 \\
 \underline{- 12} \\
 0
 \end{array}
 \quad \left. \vphantom{\begin{array}{r} 3 \\ 40 \\ 100 \\ 572 \\ 400 \\ 172 \\ 160 \\ 12 \\ 12 \\ 0 \end{array}} \right\} \mathbf{143}$$



## Session 3: Self-Reflection

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

**Learning Target:** I will divide multi-digit numbers

Briefly discuss student responses

- What did I learn today about dividing multi-digit numbers?
  
- How confident do I feel about dividing multi-digit numbers on my own? (*Thumbs up, down, or sideways*)





# Quick Check - Form C

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide up to a four-digit number by a one-digit number.

**Directions:** Write the answer to each problem. (Work time: 5 minutes)

1.

$$3 \overline{)25}$$

2.

$$8 \overline{)504}$$

3.

$$5 \overline{)2,365}$$

4.

$$6 \overline{)8,790}$$



# Session 4: Modeling (I Do)

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

**Learning Target:** I will divide multi-digit numbers

**Readiness** for dividing up to a 4-digit number by a 2-digit number

Becca kept a “hydration” journal for 7 days and recorded that she drank 448 ounces of water. On average, how many ounces of water did Becca drink each day?



# Session 4: Modeling (I Do - Teacher Notes)

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

**Learning Target:** I will divide multi-digit numbers

**Readiness** for dividing up to a 4-digit number by a 2-digit number

Becca kept a “hydration” journal for 7 days and recorded that she drank 448 ounces of water. On average, how many ounces of water did Becca drink each day?

**First, it is important to know what the problem is about.**

**This problem is about a Becca drinking water.**

**Second, I need to determine what I need to find.**

**I need to find the average number of ounces that Becca drank each day.**

**Third, I need to determine what I know.**

**I know that Becca drank 448 ounces of water over 7 days.**

**Fourth, I need to figure out what I can try.**

**This time, I am going to use my understanding of place-value to help me divide 448 by 7.**

**I will begin by writing what I know as a division problem... 448 divided by 7 and how I understand it.**

*(Write the division problem and “7 equal groups of \_\_\_ is 448 total ounces”.)*

**To make finding the sub-totals easier, I will list the multiples of 7...7 x 1 = 7...7 x 2 = 14...7 x 3 = 21...**

*(Continue listing each multiple up to 7 x 10 = 70.)*

**Now I am ready to find how many hundreds of ounces Becca drank each of the 7 days.**

**There are only 4 hundreds to be shared over 7 days.**

*(Underline the digit “4” in the hundreds place of the total.)*

*448 ounces is 7 groups of how many?*

**I cannot share a hundred ounces among each of the 7 days, so I will need to combine the hundreds with the tens to find the first sub-total of each day.**

7 x 1 = 7	4	}	<b>64 Cups</b>
7 x 2 = 14	60		
7 x 3 = 21	7		
7 x 4 = 28	7	448	
7 x 5 = 35	-	420	
7 x 6 = 42		28	
7 x 7 = 49	-	28	
7 x 8 = 56		0	
7 x 9 = 63			
7 x 10 = 70			

**Next, I will find how many tens will be in each group.**

*(Underline the digit “4” in the tens place of the total.)*

**To find how many tens are in each of the 7 groups, I need to find...**

**“7 times how many tens gets me close to, but not greater than 44 tens?”** *(Point to the underlined 44.)*

**I see that 7 x 6 is 42...so 7 times 6 ten is 42 tens...which is equal to 420.**

*(Point to the “7 x 6 = 42” in the list. Then, write “60” above the 448.)*

**I need to find how many ounces remain from the original 448 before I can find the number of ones for each day.**

**I shared 420 ounces for each day so far...so I need to subtract 420 from 448 to find how much remains.**

*(Write “- 420” below the 448.)*

**448 minus 420 equals 28.**

*(Write “28” below the 420.)*



# Session 4: Modeling (*I Do - Teacher Notes Cont.*)

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

**Learning Target:** I will divide multi-digit numbers

**Readiness** for dividing up to a 4-digit number by a 2-digit number

**To find how many ones are in each of the 7 groups, I need to find..."7 times how many ones gets me close to, but not greater than 28 tens?" (Point to the 28.)**

**I see that 7 times 4 ones is 28.**

*(Point to the "7 x 4 = 28" in the list. Then, write "4" above the 60.)*

**I need to verify that no more ounces remain to be divided.**

**I just shared 28 more among the 7 days...so I need to subtract 28 from 28.**

*(Write "-28" below the 28.)*

**28 minus 28 equals 0.**

*(Write "0" below the -28.)*

**To find the total number of ounces in each of the 7 days I will add the number of tens and ones in each group.**

**60...5 ones combine to equal 65.**

*(Write a "]" and "65".)*

**Last, I need to make sure that my answer makes sense.**

**I found that Becca drank 65 ounces each day. It makes sense because I represented this "equal groups" situation of as a division problem. Then, I used unknown multiplication to help me find the total number of ounces she drank each day.**



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will divide multi-digit numbers

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

## Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the problem and use place-value understanding to divide the multi-digit numbers.

1.

$$3 \overline{)74}$$

2.

$$5 \overline{)817}$$

3.

$$4 \overline{)5302}$$

4.

$$6 \overline{)4590}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will divide multi-digit numbers

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

## Session 4: Guided Practice (We Do)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading and repeat the steps to divide the numbers.

5.

$$4 \overline{)93}$$

6.

$$7 \overline{)459}$$

7.

$$9 \overline{)7506}$$

8.

$$6 \overline{)8046}$$

**Learning Target:** I will divide multi-digit numbers

 5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

## Session 4: Guided Practice (We Do – Visual Support)

**We Do Together:** (Teacher Actions)

- Say the problem and use place-value understanding to divide the multi-digit numbers.

<p><b>1.</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p> <math>3 \times 1 = 3</math>  <math>3 \times 2 = 6</math>  <math>3 \times 3 = 9</math>  <math>3 \times 4 = 12</math>  <math>3 \times 5 = 15</math>  <math>3 \times 6 = 18</math>  <math>3 \times 7 = 21</math>  <math>3 \times 8 = 24</math>  <math>3 \times 9 = 27</math>  <math>3 \times 10 = 30</math> </p> </div> <div style="width: 45%; text-align: right;"> <math display="block">\begin{array}{r} 4 \\ 20 \\ 3 \overline{) 74} \\ \underline{- 60} \\ 14 \\ \underline{- 12} \\ 2 \end{array}</math> <p><b>24 R2</b></p> </div> </div>	<p><b>2.</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p> <math>5 \times 1 = 5</math>  <math>5 \times 2 = 10</math>  <math>5 \times 3 = 15</math>  <math>5 \times 4 = 20</math>  <math>5 \times 5 = 25</math>  <math>5 \times 6 = 30</math>  <math>5 \times 7 = 35</math>  <math>5 \times 8 = 40</math>  <math>5 \times 9 = 45</math>  <math>5 \times 10 = 50</math> </p> </div> <div style="width: 45%; text-align: right;"> <math display="block">\begin{array}{r} 3 \\ 60 \\ 100 \\ 5 \overline{) 817} \\ \underline{- 500} \\ 317 \\ \underline{- 300} \\ 17 \\ \underline{- 15} \\ 3 \end{array}</math> <p><b>163 R3</b></p> </div> </div>
<p><b>3.</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p> <math>4 \times 1 = 4</math>  <math>4 \times 2 = 8</math>  <math>4 \times 3 = 12</math>  <math>4 \times 4 = 16</math>  <math>4 \times 5 = 20</math>  <math>4 \times 6 = 24</math>  <math>4 \times 7 = 28</math>  <math>4 \times 8 = 32</math>  <math>4 \times 9 = 36</math>  <math>4 \times 10 = 40</math> </p> </div> <div style="width: 45%; text-align: right;"> <math display="block">\begin{array}{r} 5 \\ 20 \\ 300 \\ 1000 \\ 4 \overline{) 5302} \\ \underline{- 4000} \\ 1302 \\ \underline{- 1200} \\ 102 \\ \underline{- 80} \\ 22 \\ \underline{- 80} \\ 2 \end{array}</math> <p><b>1325 R2</b></p> </div> </div>	<p><b>4.</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p> <math>6 \times 1 = 6</math>  <math>6 \times 2 = 12</math>  <math>6 \times 3 = 18</math>  <math>6 \times 4 = 24</math>  <math>6 \times 5 = 30</math>  <math>6 \times 6 = 36</math>  <math>6 \times 7 = 42</math>  <math>6 \times 8 = 48</math>  <math>6 \times 9 = 54</math>  <math>6 \times 10 = 60</math> </p> </div> <div style="width: 45%; text-align: right;"> <math display="block">\begin{array}{r} 5 \\ 60 \\ 700 \\ 6 \overline{) 4590} \\ \underline{- 4200} \\ 390 \\ \underline{- 360} \\ 30 \\ \underline{- 30} \\ 0 \end{array}</math> <p><b>765</b></p> </div> </div>



## Session 4: Self-Reflection

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

**Learning Target:** I will divide multi-digit numbers

Briefly discuss student responses

- What did I learn today about dividing multi-digit numbers?
  
- How confident do I feel about dividing multi-digit numbers on my own? (*Thumbs up, down, or sideways*)





# Quick Check - Form D

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide up to a four-digit number by a one-digit number.

**Directions:** Write the answer to each problem. (Work time: 5 minutes)

1.

$$4 \overline{)32}$$

2.

$$6 \overline{)402}$$

3.

$$5 \overline{)9,315}$$

4.

$$7 \overline{)2,982}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will divide multi-digit numbers

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

## Session 5: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the problem and use an area model drawing to help you divide the numbers.

1.

*How many are in each group?  $76 = 3 \times \underline{\quad}$*

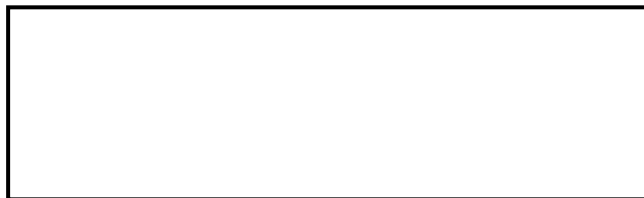
$$3 \overline{)76}$$



2.

*How many are in each group?  $704 = 4 \times \underline{\quad}$*

$$4 \overline{)704}$$





Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will divide multi-digit numbers

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

## Session 5: Guided Practice (We Do Together – Cont.)

3.

*How many are in each group?  $6860 = 5 \times \underline{\hspace{1cm}}$*

$$5 \overline{) 6860}$$

4.

*How many are in each group?  $2052 = 6 \times \underline{\hspace{1cm}}$*

$$6 \overline{) 2052}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will divide multi-digit numbers

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

## Session 5: Guided Practice (You Do Together)

You Do Together: (As a class, or in small groups)

- Students take turns leading and repeat the steps to divide the numbers.

5.

*How many are in each group?  $95 = 4 \times \underline{\quad}$*

$$4 \overline{) 95}$$

6.

*How many are in each group?  $610 = 8 \times \underline{\quad}$*

$$8 \overline{) 610}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will divide multi-digit numbers

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

## Session 5: Guided Practice (You Do Together – Cont.)

7.

*How many are in each group?  $6508 = 9 \times \underline{\hspace{1cm}}$*

$$9 \overline{) 6508}$$

8.

*How many are in each group?  $7030 = 5 \times \underline{\hspace{1cm}}$*

$$5 \overline{) 7030}$$



# Session 5: Self-Reflection

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

**Learning Target:** I will divide multi-digit numbers

Briefly discuss student responses

- What did I learn today about dividing multi-digit numbers?
  
- How confident do I feel about dividing multi-digit numbers on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form E

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide up to a four-digit number by a one-digit number.

**Directions:** Write the answer to each problem. (Work time: 5 minutes)

1.

$$5 \overline{)42}$$

2.

$$6 \overline{)504}$$

3.

$$7 \overline{)2,464}$$

4.

$$4 \overline{)5,932}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will divide multi-digit numbers

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

## Session 6: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the problem and use an area model drawing to help you divide the numbers.

1.

*How many are in each group?  $75 = 6 \times \underline{\quad}$*

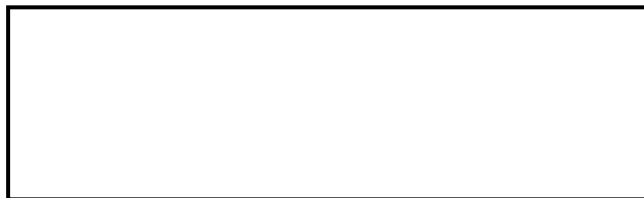
$$6 \overline{) 75}$$



2.

*How many are in each group?  $968 = 7 \times \underline{\quad}$*

$$7 \overline{) 968}$$







Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will divide multi-digit numbers

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

## Session 6: Guided Practice (We Do Together – Cont.)

3.

*How many are in each group?  $9605 = 9 \times \underline{\hspace{1cm}}$*

$$9 \overline{) 9605}$$

4.

*How many are in each group?  $2448 = 8 \times \underline{\hspace{1cm}}$*

$$8 \overline{) 2448}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will divide multi-digit numbers

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

## Session 6: Guided Practice (You Do Together)

You Do Together: (As a class, or in small groups)

- Students take turns leading and repeat the steps to divide the numbers.

5.

*How many are in each group?  $79 = 4 \times \underline{\quad}$*

$$4 \overline{) 79}$$

6.

*How many are in each group?  $586 = 8 \times \underline{\quad}$*

$$8 \overline{) 586}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will divide multi-digit numbers

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

## Session 6: Guided Practice (You Do Together – Cont.)

7.

*How many are in each group?  $7506 = 9 \times \underline{\quad}$*

$$9 \overline{)7506}$$

8.

*How many are in each group?  $7045 = 5 \times \underline{\quad}$*

$$5 \overline{)7045}$$



# Session 6: Self-Reflection

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

**Learning Target:** I will divide multi-digit numbers

Briefly discuss student responses

- What did I learn today about dividing multi-digit numbers?
  
- How confident do I feel about dividing multi-digit numbers on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form F

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide up to a four-digit number by a one-digit number.

**Directions:** Write the answer to each problem. (Work time: 5 minutes)

1.

$$4 \overline{)29}$$

2.

$$7 \overline{)406}$$

3.

$$5 \overline{)8,710}$$

4.

$$8 \overline{)2,184}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will divide multi-digit numbers

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

## Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the problem and use place-value understanding to divide the multi-digit numbers.

1.

$$3 \overline{)83}$$

2.

$$5 \overline{)727}$$

3.

$$4 \overline{)4705}$$

4.

$$6 \overline{)4698}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will divide multi-digit numbers

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

## Session 7: Guided Practice (We Do)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading and repeat the steps to divide the numbers.

5.

$$4 \overline{)97}$$

6.

$$7 \overline{)409}$$

7.

$$9 \overline{)7106}$$

8.

$$6 \overline{)9042}$$



# Session 7: Self-Reflection

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

**Learning Target:** I will divide multi-digit numbers

Briefly discuss student responses

- What did I learn today about dividing multi-digit numbers?
  
- How confident do I feel about dividing multi-digit numbers on my own? (*Thumbs up, down, or sideways*)





# Quick Check - Form G

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide up to a four-digit number by a one-digit number.

**Directions:** Write the answer to each problem. (Work time: 5 minutes)

1.

$$3 \overline{)25}$$

2.

$$8 \overline{)504}$$

3.

$$5 \overline{)2,365}$$

4.

$$6 \overline{)8,790}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will divide multi-digit numbers

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

## Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the problem and use place-value understanding to divide the multi-digit numbers.

1.

$$4 \overline{)94}$$

2.

$$7 \overline{)968}$$

3.

$$3 \overline{)5014}$$

4.

$$8 \overline{)4509}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will divide multi-digit numbers

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

## Session 8: Guided Practice (We Do)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading and repeat the steps to divide the numbers.

5.

$$3 \overline{)95}$$

6.

$$7 \overline{)478}$$

7.

$$9 \overline{)6705}$$

8.

$$6 \overline{)7016}$$



# Session 8: Self-Reflection

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

**Learning Target:** I will divide multi-digit numbers

Briefly discuss student responses

- What did I learn today about dividing multi-digit numbers?
  
- How confident do I feel about dividing multi-digit numbers on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form H

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will divide up to a four-digit number by a one-digit number.

**Directions:** Write the answer to each problem. (Work time: 5 minutes)

1.

$$4 \overline{)32}$$

2.

$$6 \overline{)402}$$

3.

$$5 \overline{)9,315}$$

4.

$$7 \overline{)2,982}$$



# Independent Practice

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

**Learning Target:** I will divide multi-digit numbers

**Title of Game:** Build the Greater Quotient

**Number of Players:** 2

**Objective:** To build the greatest quotient.

**Materials:** 1 set of 1-digit number cards and 1 recording sheet per player.

## Directions:

- Each player...
  - Shuffle a set of Digit-cards and set in a pile face down on the table.
  - Choose the top 4 cards.
  - Create and find the quotient of a 3-digit by 1-digit division problem on their recording sheet.
    - If a player chooses a “1”, it must be used as part of the 3-digit dividend.
  - Verify each answer by checking it with a calculator.
    - For each incorrect answer, use a drawing to find the error and correct the recording sheet.
  - Assign points for the round. (0, 1, or 2 points are possible.)
    - Each player can earn 1 point for having a correct quotient.
    - The player with the greatest quotient receives 1 point.
  - Shuffle all of the cards together and repeat to see who wins 2 out of 3 points for each game.



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will divide multi-digit numbers

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

## Independent Practice: Build the Greater Quotient (Recording Sheet)

Game 1	Game 2
<p>Round 1</p> <p style="text-align: center;"><math>\overline{) \phantom{000}}</math></p>	<p>Round 1</p> <p style="text-align: center;"><math>\overline{) \phantom{000}}</math></p>
<p>Round 2</p> <p style="text-align: center;"><math>\overline{) \phantom{000}}</math></p>	<p>Round 2</p> <p style="text-align: center;"><math>\overline{) \phantom{000}}</math></p>
<p>Round 3</p> <p style="text-align: center;"><math>\overline{) \phantom{000}}</math></p>	<p>Round 3</p> <p style="text-align: center;"><math>\overline{) \phantom{000}}</math></p>

# Digit-Cards (3 sets)

5<sup>th</sup> Grade - Readiness Standard 2 - 4.NBT.6

0	1	2	3	4
5	6	7	8	9
0	1	2	3	4
5	6	7	8	9
0	1	2	3	4
5	6	7	8	9





# Questions for Solving Word Problems

$Q_1$

*What is the problem about?*

$Q_2$

*What do I need to find?*

$Q_3$

*What do I know?*

$Q_4$

*What can I try?*

$Q_5$

*Does my answer make sense?*



# Steps for Solving Word Problems

Q<sub>1</sub>. *What is the problem about?*

Q<sub>2</sub>. *What do I need to find?*

Q<sub>3</sub>. *What do I know?*

Q<sub>4</sub>. *What can I try?*

Q<sub>5</sub>. *Does my answer make sense?*