



Using the Whiteboard

- Discuss the problem with students.
- Ask a volunteer to use the **Pen** to complete the mathematical sentence.
- Tap the first **Action Arrow**.
- Ask a volunteer to use the **Pen** to complete the mathematical sentence.
- Tap the second **Action Arrow**.
- Ask a volunteer to use the **Pen** to complete the mathematical sentence.
- Tap the third **Action Arrow**.
- Have a volunteer use the **Pen** to complete the mathematical sentences.
- Tap **Math Talk** to reveal a discussion question.

Teaching the Math

Discuss how to model $68 \div 4$ using base-ten blocks.

Ask: How can you break up 68 using base-ten blocks? Possible answer: 6 tens and 8 ones, or $60 + 8$

Ask: Why are you sharing equally among 4 groups? Possible answer: I am modeling $60 \div 4$, so I'm sharing 6 tens equally among 4 groups. There is 1 ten in each group with 2 tens left over.

Ask: Why do you regroup the 2 tens left over? Possible answer: so I can share the 20 ones equally among 4 groups.

Ask: How can you find the quotient to the original division problem, $68 \div 4$?

Possible answer: I add the quotients of the two smaller division problems; their sum is the quotient of $68 \div 4$.

Math Talk

Use **Math Talk** to focus on students' understanding that there is more than one way to break up a dividend when using the Distributive Property.

Common Errors

Error Students may forget to add both quotients when using models and the Distributive Property to divide.

Example $36 \div 3 = 10$

Springboard to Learning Encourage students to write out the division problem using the Distributive Property so they remember to add both quotients: $36 \div 3 = (30 \div 3) + (6 \div 3)$.

Answer Key

60, 8

15

2

15, 2, 17

Math Talk

Possible explanation: Think of 68 as $48 + 20$, divide each number by 4, and add the quotients.