

## MALLI Vocabulary Lesson

### Dividing by 2-Digit Divisors

Standards and Learning Objectives	
Focus Standard(s):	<b>5.NBT.B.6</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Key Topics/Concepts:	Dividing three-digit dividend by two-digit divisors Analyzing word problems & explaining reasons

### Opening

#### Objective(s):

Students will be able to

- solve problems involving division of 3-digit dividends and 2-digit divisors.
- use Tier 2 and Tier 3 vocabulary to explain their solution.

Connect background knowledge: steps of long division and estimating quotients

### Instruction

Lesson is done through **Pear Deck** for engagement

**Three Reads:** Blank out information from a story problem, revealing a bit with each read.

- First read: Focus on what the story problem is about
- Second read: Think about math questions that could be asked about the story problem.
- Third read: Solve.

*An outdoor concert company is putting on 12 concerts next summer. Each concert is sold out. The company sold a total of 972 seats.*

*How many people will attend each performance? Explain your answer.*

Reveal solution with basic explanation with Tier 1 vocabulary.

*The answer is 81. I divided 972 by 12 and got 81.*

- **Ask:** How can this response be improved?
  - Start with the word “answer.” Brainstorm alternate words for “answer.” Put alternate words on math word wall.
- **Ask:** We know that this is a division problem. What are some division words?
  - Place responses on math word wall.
- Reveal sample explanation using Tier 2 and Tier 3 vocabulary. Compare and contrast differences.

Students will try to solve and explain their solution **through Pear Deck**

*467 tortillas have been made. These tortillas will be placed in packages of 15. How many packages will be completely filled?*

- Sentence stems/frames:
  - My solution is...
  - \_\_\_ packages are completely filled.
  - First, I divided... Then, I...
- Provide real-time **feedback** through Pear Deck as students are submitting answers.
- Display selected answers from students, point out good uses of math vocabulary or where responses could be improved.

Students will work **independently** on a problem.

*You are waiting in line to vote at a polling center. There are 113 voters ahead of you. If the polling center only allows 13 voters to vote at a time, how many waves of people will they have to admit before it is your turn?*

### Closing

#### Debrief:

- Review the importance of explaining solutions: it is not about getting the right solution but **how** you got to the solution.
- **Say:** *We know how to do the math. Our next step is thinking about how to elevate our understanding of how we do the math by being able to explain how we did it.*