$haring money

LEARNING GOAL

The goal of this activity is for students to develop strategies for dividing whole numbers using math manipulatives in fair share situations. Students will increase their efficiency in using partial products to divide numbers.

SUGGESTED USE

Whole Group	Small Group	Partners	Independent
○	☑	☑	○

This activity builds the foundation that students will use to eventually master the standard algorithm for division. Students will gradually become more efficient in their strategies which includes forming partial quotients to share the money evenly.

MATERIALS & PREP

- **Sharing Money cards**
- **Envelopes**
- **Play money ($1s, $10s, $100s, $1,000s)**
- **Student work pages**

Print and cut the cards. Tape one card to the outside of each envelope. Insert the correct amount of money into the envelope using the fewest number of bills. Place one envelope and a small "bank" of money that students use to make exchanges at stations around the room. Provide each student with a work page.

DIRECTIONS

Set the stage for this activity by telling students that they will need to divide $645 evenly between 5 people, and that all of this money is in $1 bills. As students think about this situation, they will quickly realize that dividing $645 one bill at a time is inefficient. Ask them to share out what ideas they have for making the transaction more efficient. Students should bring up the idea of using larger bills. Students can record these ideas on the top half of their reflection sheet.

With this idea in mind, students can work in their small groups to solve 4 envelopes. Each envelope will ask them to share money evenly among a set number of people and use the "bank" at their station to make exchanges in order to find the amount that each person gets. As they make exchanges, they will keep track of their work on the student work page.

After completing the envelopes, students reflect on their process for sharing the money evenly with a written response and extension question that relate back to the scenario they discussed at the beginning of the activity.

NAME: _____

sharing money

Show your thinking for each of the problems using numbers, models, or words.

Envelope _____	Envelope _____
Envelope _____	Envelope _____

NAME: _____

sharing money

REFLECTION: BEFORE THE ACTIVITY

Imagine you need to divide $645 between 5 people. All of this money is in $1 bills. Would this be efficient?

What would be a more efficient way to divide $645 than using all $1 bills?

REFLECTION: AFTER THE ACTIVITY

How does splitting up and dividing a quotient by place value (thousands, hundreds, tens, and ones) make it easier to divide large numbers?

Show how you might divide $645 ÷ 5. See if you can do it without using your play money!

ANSWER KEY

sharing money
ENVELOPE

A

There is $693 inside.

Share the money evenly between 3 people. How much does each person get?

$231

sharing money
ENVELOPE

B

There is $452 inside

Share the money evenly between 4 people. How much does each person get?

$113

sharing money
ENVELOPE

C

There is $755 inside.

Share the money evenly between 5 people. How much does each person get?

$151

sharing money
ENVELOPE

D

There is $396 inside.

Share the money evenly between 6 people. How much does each person get?

$66

ANSWER KEY

sharing money
ENVELOPE
E

There is $1,239 inside.

Share the money evenly between 3 people. How much does each person get?

$413

sharing money
ENVELOPE
F

There is $8,564 inside.

Share the money evenly between 4 people. How much does each person get?

$2,141

sharing money
ENVELOPE
G

There is $5,650 inside.

Share the money evenly between 5 people. How much does each person get?

$1,130

sharing money
ENVELOPE
H

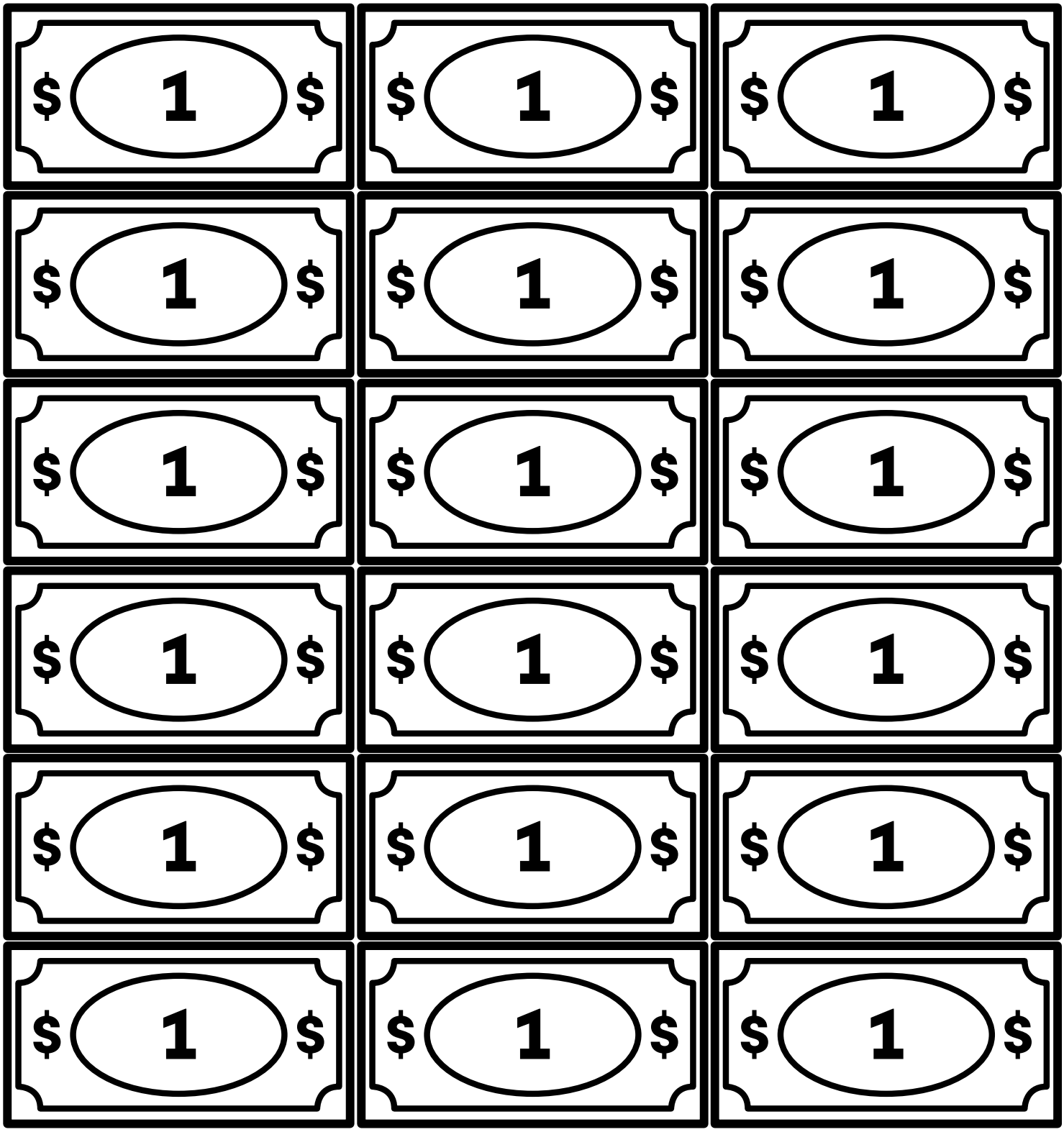
There is $7,326 inside.

Share the money evenly between 6 people. How much does each person get?

$1,221

play money

Print the money on thick cardstock. Laminate the money and cut each of the bills out. If you'd like a variety of colors, print different bills out on different colored cardstock.



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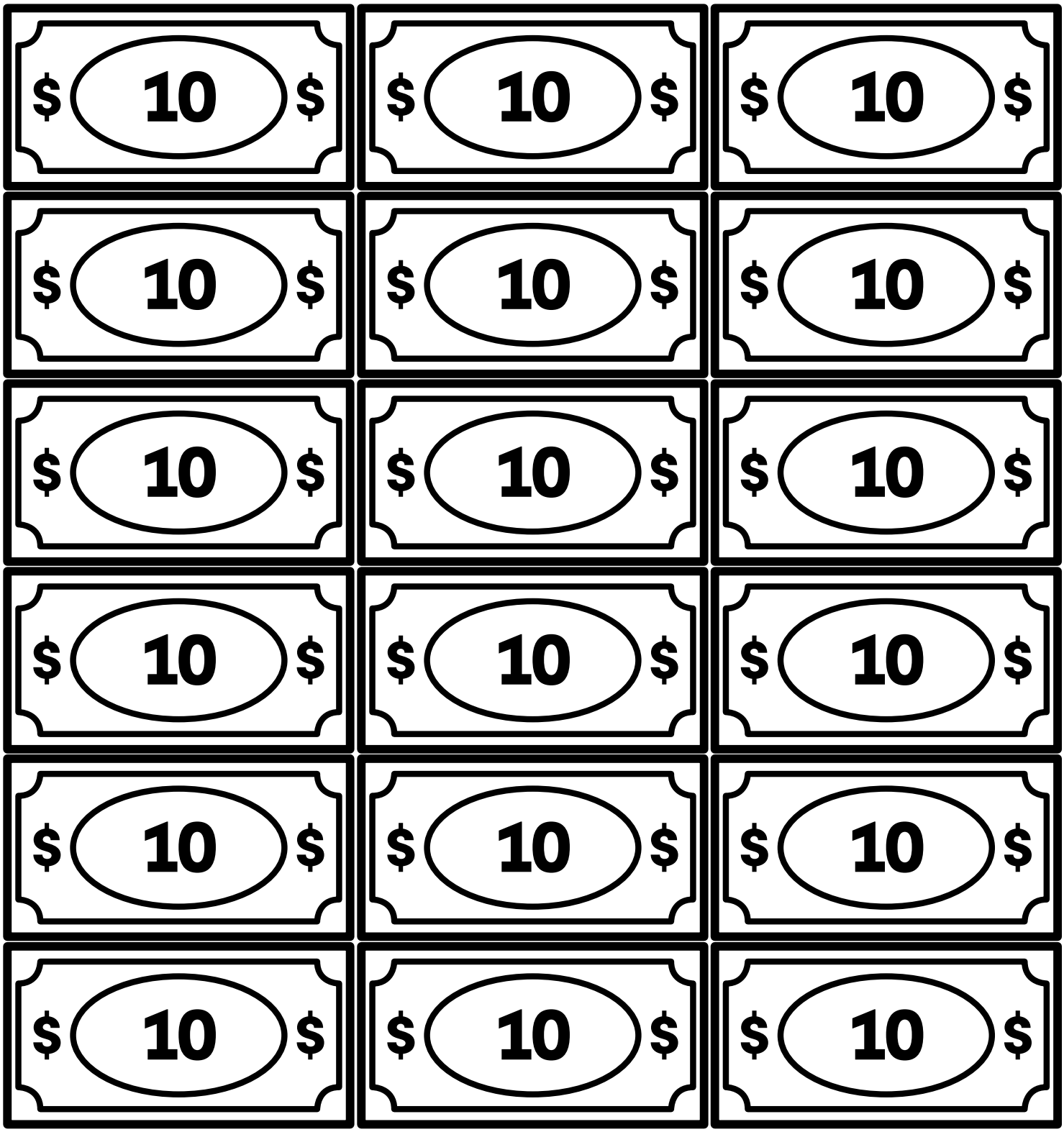

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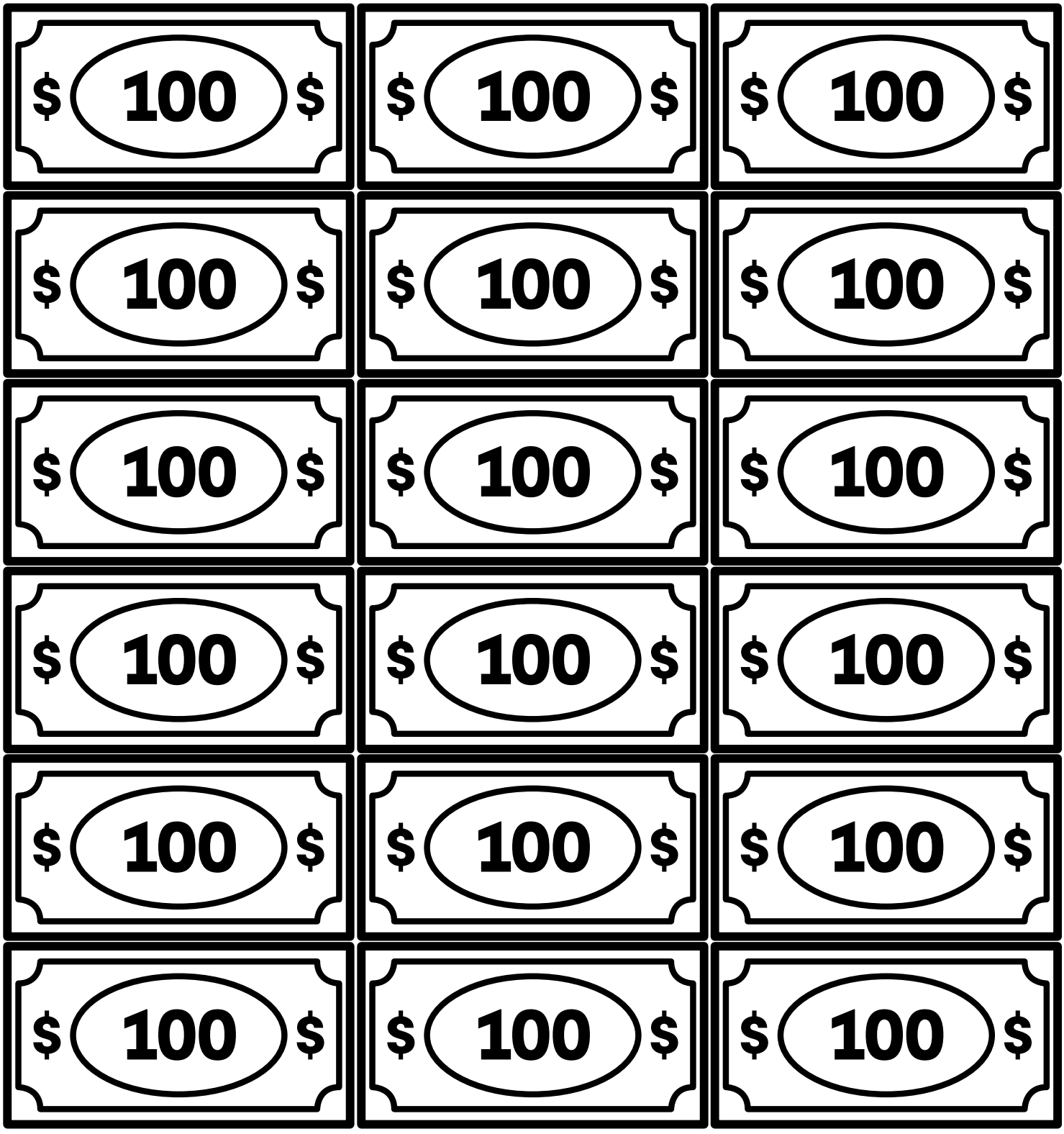

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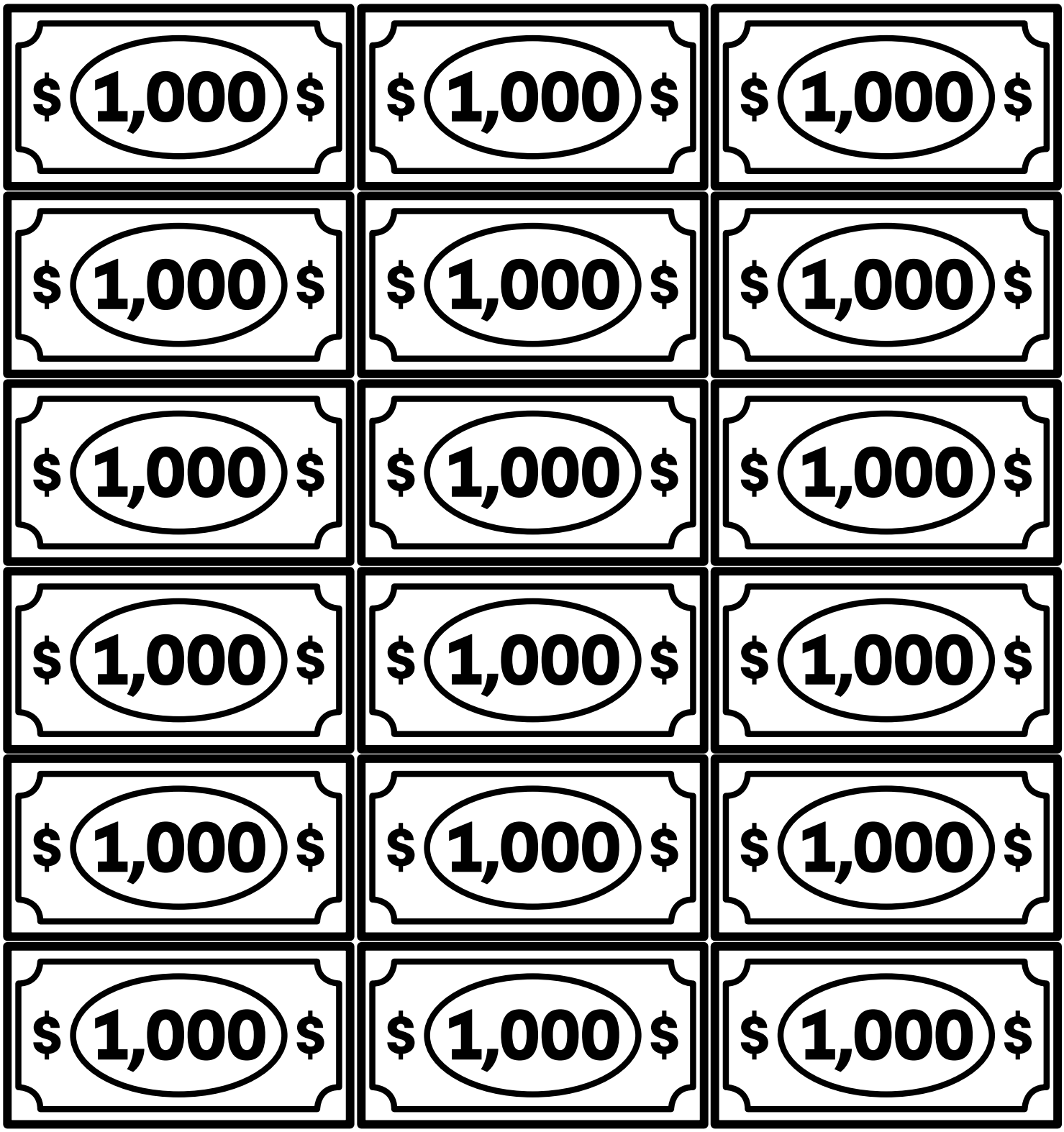

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