

UNIT 1 - LESSON PLANS

Class Math 3 **Topic** Division as an Unknown Factor: The Size of the Group **Lesson** 4 **Of** 10

Objective Students will:
Interpret quotients as whole numbers separated into equal groups to obtain a specific size.

Solve division word problems using the strategy of drawing equal groups.

“I Can” Statement I can divide whole numbers by drawing the factors into a certain number of groups having a certain size.

I can solve division word problems by trying to find the size of a group.

Common Core Standards

[CCSS.MATH.CONTENT.3.OA.A.2](#)

Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.*

[CCSS.MATH.CONTENT.3.OA.A.4](#)

Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$.*

[CCSS.MATH.CONTENT.3.OA.B.6](#)

UNIT 1 - LESSON PLANS

Understand division as an unknown-factor problem. *For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.*

Bell Work

See Bell Work 1-4

Procedures

1. Start and lead student discussion related to the bell work.
2. Distribute the Guided Notes
3. Present lesson or play a video lesson.
4. Use an Online Activity if time permitted.
5. Distribute Lesson Assignment.

Assessment

Bell Work 1-4
Assignment 1-4
Exit Quiz 1-4

Additional Resources

See Online Activities