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| **Class** | Math 3 | **Topic** | **Division as an Unknown Factor: The Number of Groups** | **Lesson** | 5 | **Of** | 10 |

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| **Objective** | Students will:  Interpret quotients as whole numbers separated into having same sizes in equal groups.  Solve division word problems using the strategy of drawing equal groups. |
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| **“I Can” Statement** | I can divide whole numbers by separating an equal number of objects into same-sized groups.  I can solve division word problems by trying to find the number of groups having the same size. |

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| **Common Core Standards** | [CCSS.MATH.CONTENT.3.OA.A.2](http://www.corestandards.org/Math/Content/3/OA/A/2/)  Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 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 ÷ 8*.  [CCSS.MATH.CONTENT.3.OA.A.4](http://www.corestandards.org/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 × ? = 48, 5 = \_ ÷ 3, 6 × 6 = ?*.  [CCSS.MATH.CONTENT.3.OA.B.6](http://www.corestandards.org/Math/Content/3/OA/B/6/)  Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8*. |

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| **Bell Work** | See Bell Work 1-5 |

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| **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. |

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| **Assessment** | Bell Work 1-5  Assignment 1-5  Exit Quiz 1-5 |

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| **Additional Resources** | See Online Activities |