UNIT 1 - LESSON PLANS

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

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.
"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.

Common Core Standards	[CCSS.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](#) 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 = ?.*

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

| Bell Work | See Bell Work 1-5 |

| 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 1-5
Assignment 1-5
Exit Quiz 1-5 |

| Additional Resources | See Online Activities |