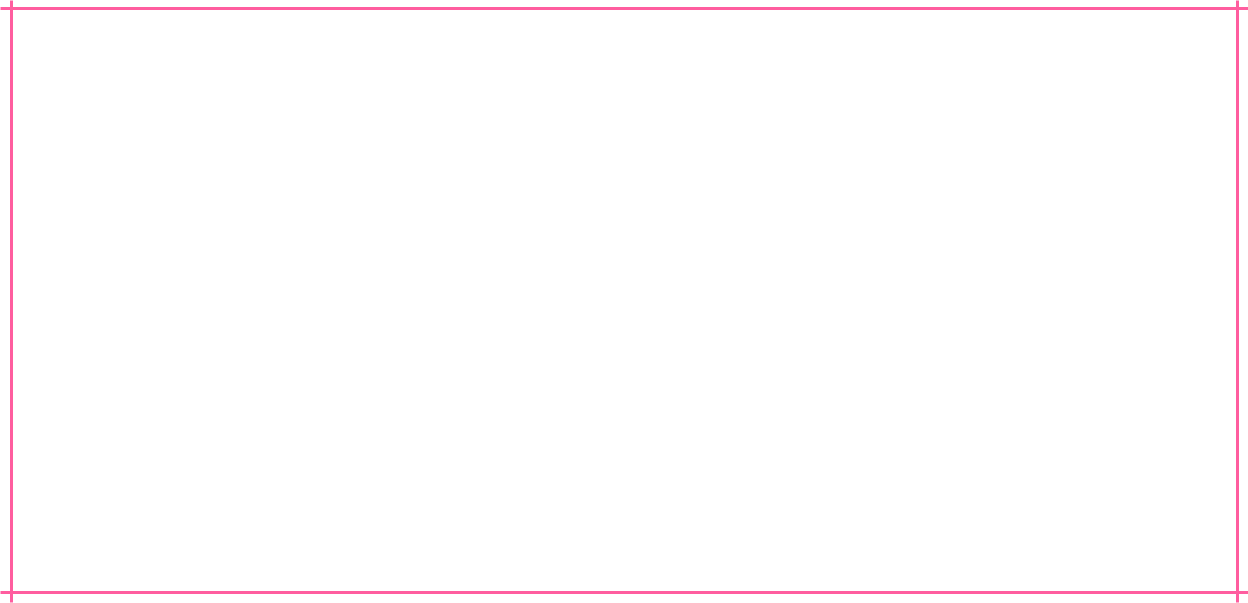
UNIT 1 - LESSON PLANS

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|  |  |  |  |
|  | **Class** Math 3 | **Topic Division Using Unit of 2 and 3: Lesson** 7a **Of** 10 |  |
|  |  | **Model Division as an** |  |
|  |  | **Unknown Factor** |  |
|  |  |  |  |
|  |  |  |  |



**Objective** Students will:

Interpret quotients as an unknown factor of a product.

Solve division word problems using the strategy of finding the factor pair.

**“I Can” Statement** I can divide whole numbers by finding what factor can be multiplied by the divisor to get the value of the dividend.

I can use factor pairs in solving word problems on division.



**Common Core** [CCSS.MATH.CONTENT.3.OA.A.2](http://www.corestandards.org/Math/Content/3/OA/A/2/)

**Standards**

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*.

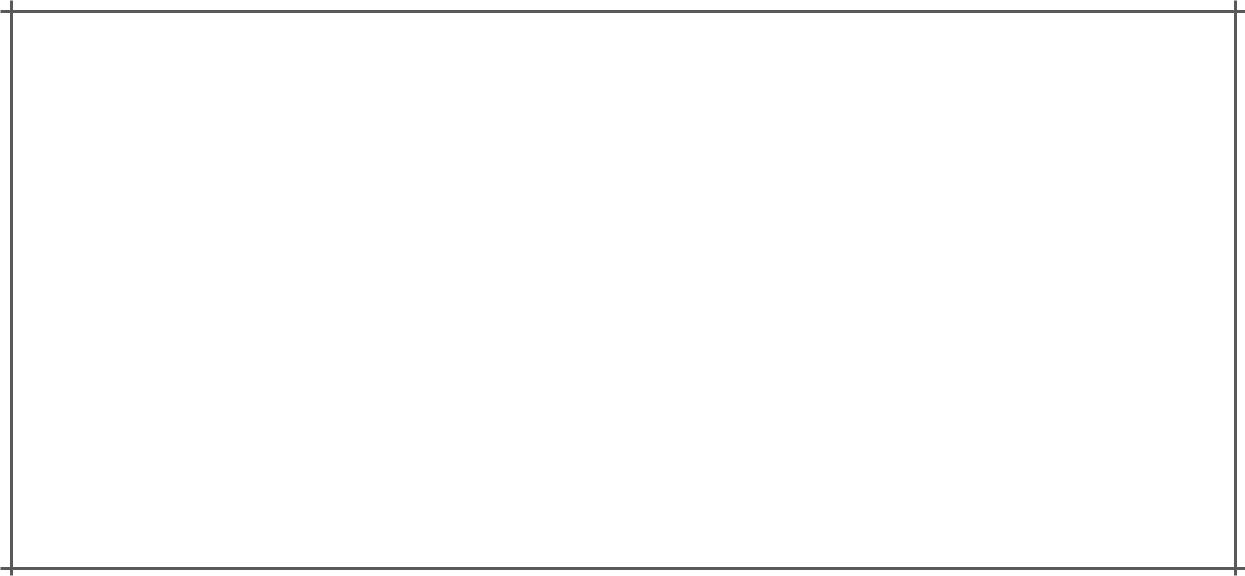
[CCSS.MATH.CONTENT.3.OA.A.3](http://www.corestandards.org/Math/Content/3/OA/A/3/)

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

[CCSS.MATH.CONTENT.3.OA.A.4](http://www.corestandards.org/Math/Content/3/OA/A/4/)

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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*.

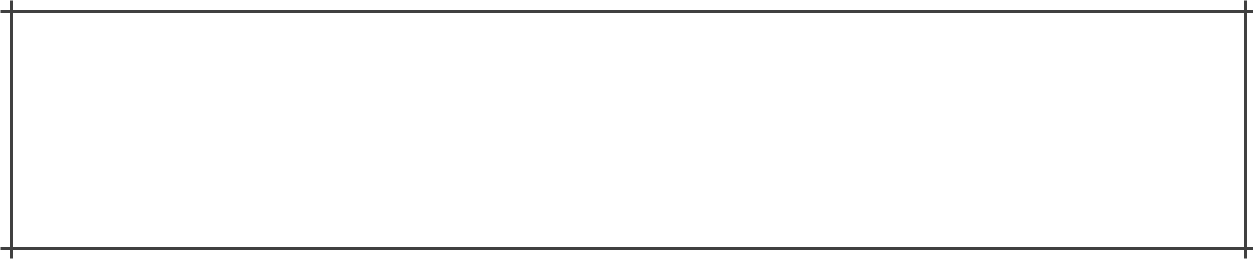


**Bell Work** See Bell Work 1-7a



**Procedures** 1. Start and lead student discussion related to the bell work.

1. Distribute the Guided Notes
2. Present lesson or play a video lesson.
3. Use an Online Activity if time permitted.
4. Distribute Lesson Assignment.



**Assessment** Bell Work 1-7a

Assignment 1-7a

Exit Quiz 1-7a

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