UNIT 1 - LESSON PLANS

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

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 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.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

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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

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. 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 1-7a Assignment 1-7a Exit Quiz 1-7a

Additional Resources	See Online Activities

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