

Eureka Math

3rd Grade Module 1 Lesson 5

At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this project!

Directions for customizing presentations are available on the next slide.



This work by Bethel School District (www.bethelsd.org) is licensed under the Creative Commons Attribution Non-Commercial Share-Alike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/>. Bethel School District Based this work on Eureka Math by Common Core (<http://greatminds.net/maps/math/copyright>) Eureka Math is licensed under a Creative Commons Attribution Non-Commercial-ShareAlike 4.0 License.

Customize this Slideshow

Reflecting your Teaching Style and Learning Needs of Your Students

- When the Google Slides presentation is opened, it will look like Screen A.
- Click on the “pop-out” button in the upper right hand corner to change the view.
- The view now looks like Screen B.
- Within Google Slides (not Chrome), choose FILE.
- Choose MAKE A COPY and rename your presentation.
- Google Slides will open your renamed presentation.
- It is now editable & housed in MY DRIVE.

The image shows a transition from a presentation viewer (Screen A) to the Google Slides editor (Screen B). Screen A displays a blue slide with the text "ReadyGEN™ in Action", "3rd Grade", "Unit 3, Module A", and "Lesson 1". A red box highlights the "pop-out" button in the top right corner of the viewer. A red arrow points from this button to the "pop-out" text. Screen B shows the Google Slides editor interface for a file named "Gr3(2) U3MAL1 Sample Lesson.pptx". The "File" menu is open, and the "Make a copy..." option is highlighted with a red box. A "Copy document" dialog box is open, showing the "Enter a new document name:" field with the text "Rename Your Presentation". The "OK" button is highlighted with a red box. The background of Screen B is a blue slide with the same text as Screen A.

Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

“pop-out”

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

File Edit View Insert Slide Format Arrange Tools Table Help Last edit was yesterday at

Share...

New

Open...

Rename...

Make a copy...

Organize...

Move to trash

Import slides...

See revision history

Language

Download as

Publish to the web...

Email collaborators...

Email as attachment...

Page setup...

Print settings and preview

Print

Copy document

Enter a new document name:

Rename Your Presentation

Comments will not be copied to the new document.

Share it with the same people

OK Cancel

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Icons



Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



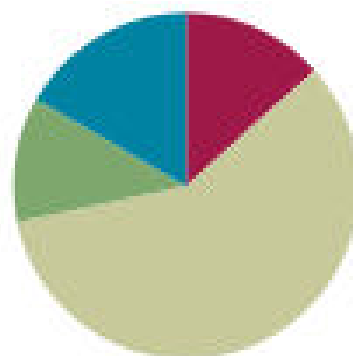
Small Group Time

Lesson 5

Objective: Understand the meaning of the unknown as the number of groups in division.

Suggested Lesson Structure

■ Fluency Practice	(8 minutes)
■ Application Problem	(7 minutes)
■ Concept Development	(35 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





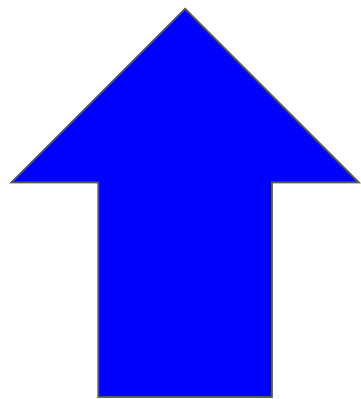
I can understand the meaning of the unknown as the number of groups in division.



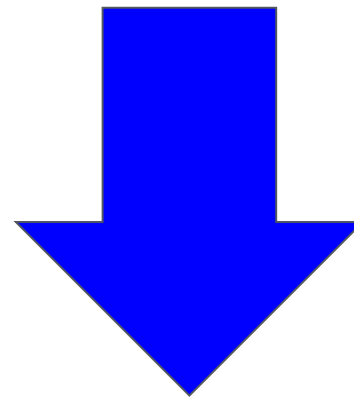
Group Counting

Let's count by **twos**.

Watch my fingers to know whether or not to count up or count down. A closed hand means to stop.



Count up



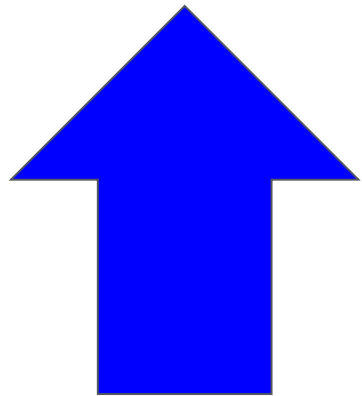
Count down



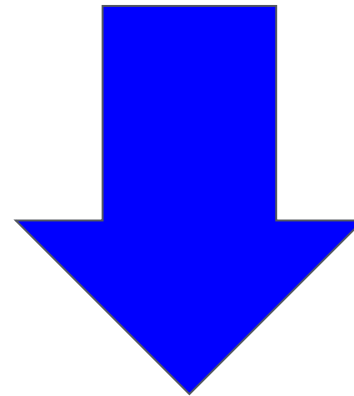
Group Counting

Let's count by **threes**.

Watch my fingers to know whether or not to count up or count down. A closed hand means to stop.

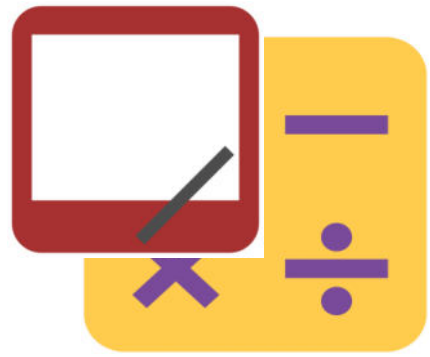


Count up



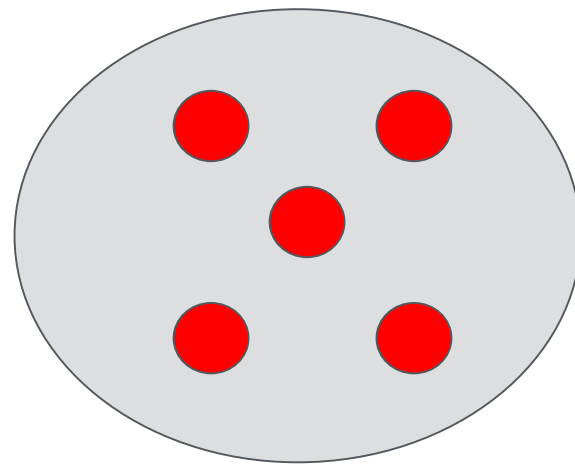
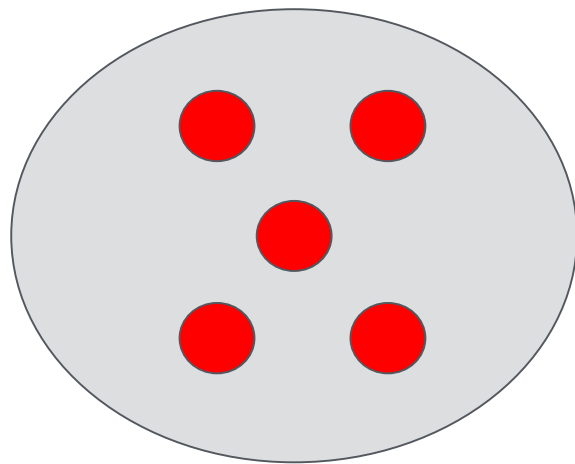
Count down

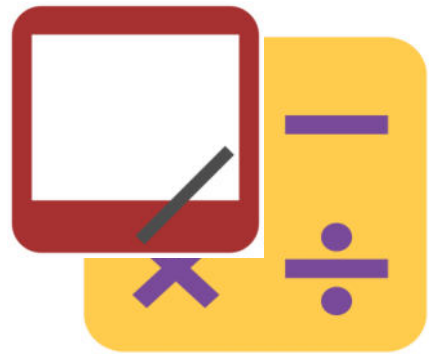
****Record the count-by threes up to 24 to use later****



Divide Equal Groups

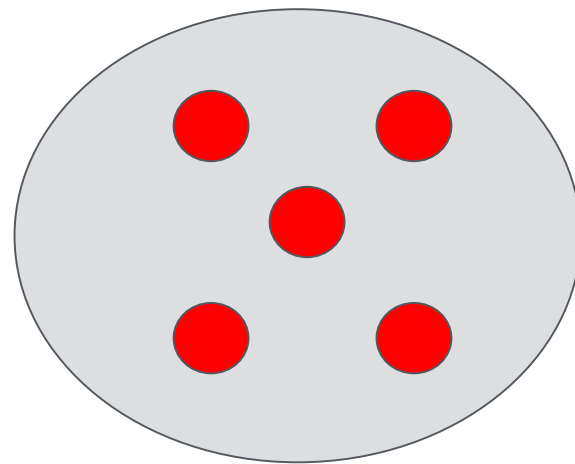
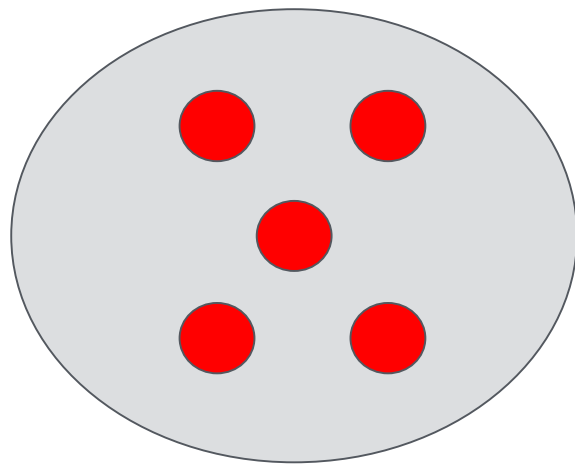
How many groups are there?

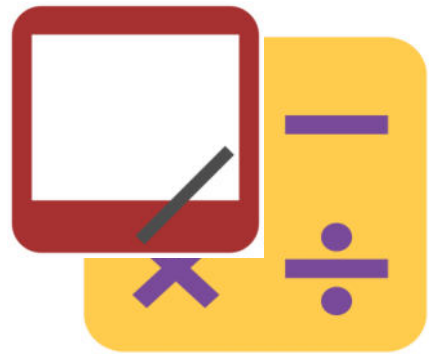




Divide Equal Groups

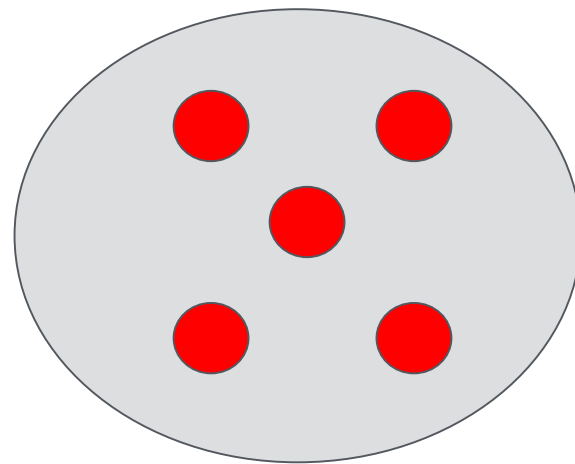
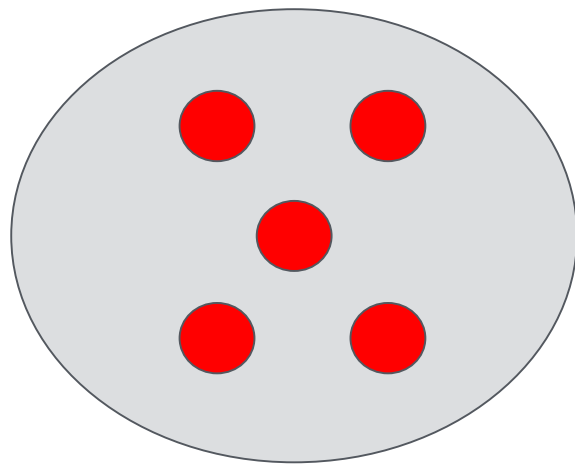
How many in each group?

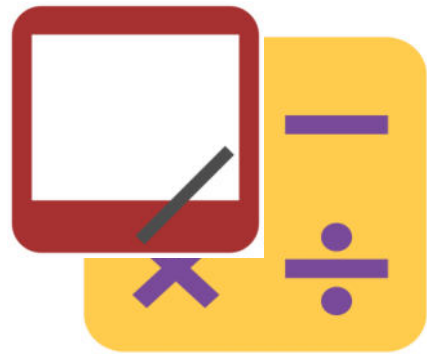




Divide Equal Groups

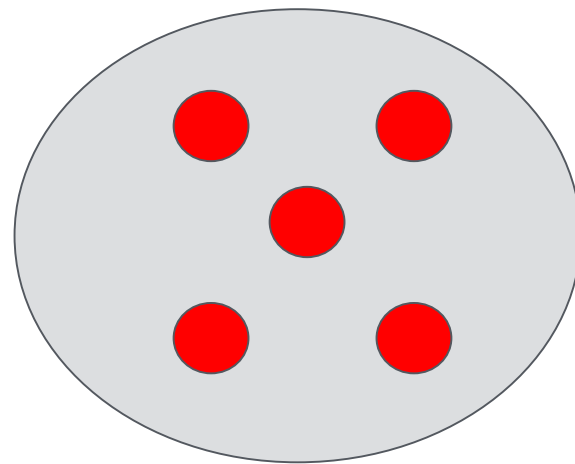
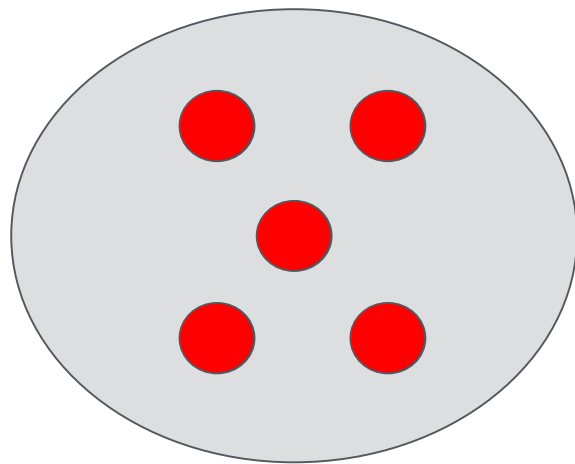
Say the total as a repeated addition sentence.

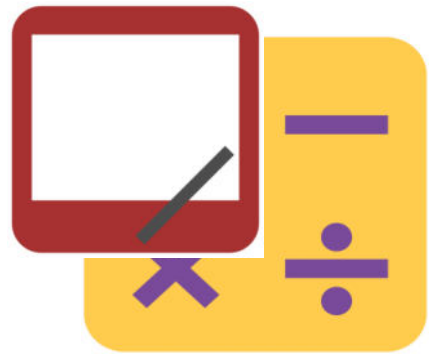




Divide Equal Groups

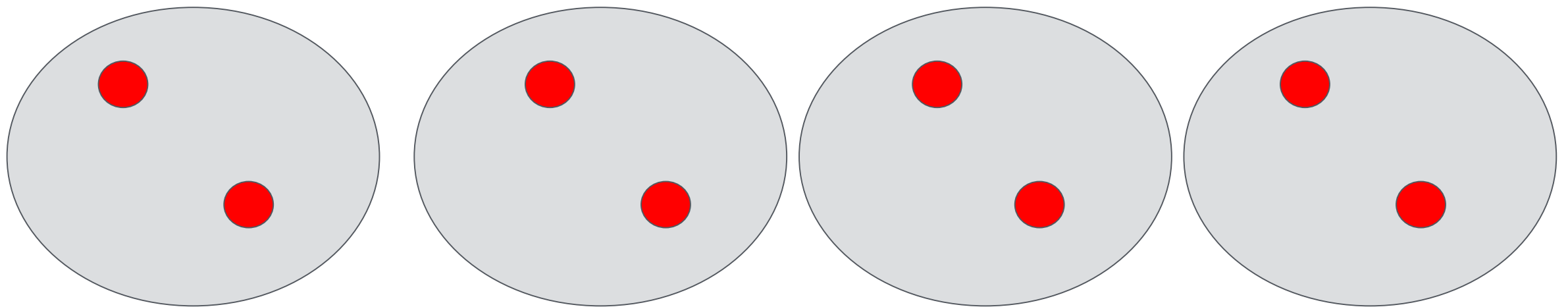
Write a division sentence for 10 divided into 2 equal groups.

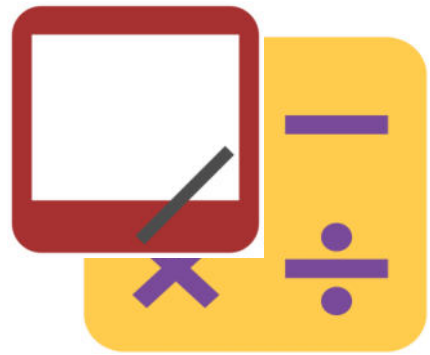




Divide Equal Groups

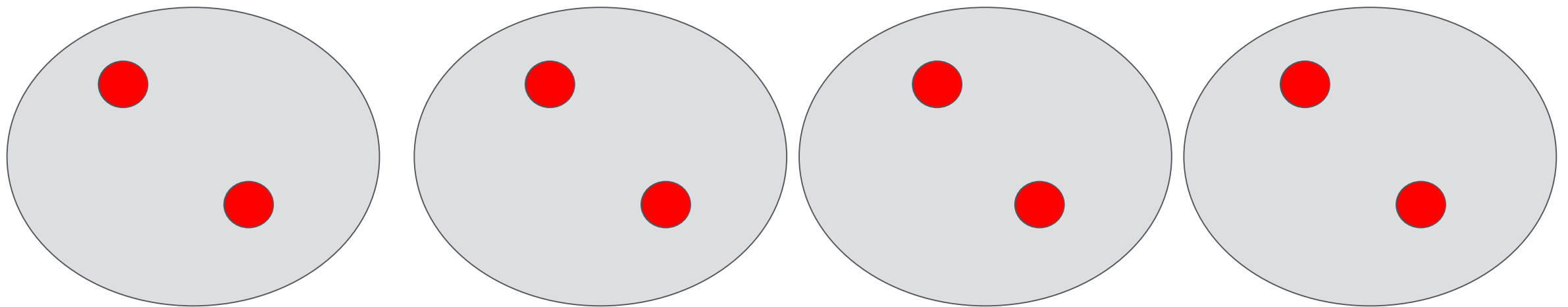
How many groups are there?

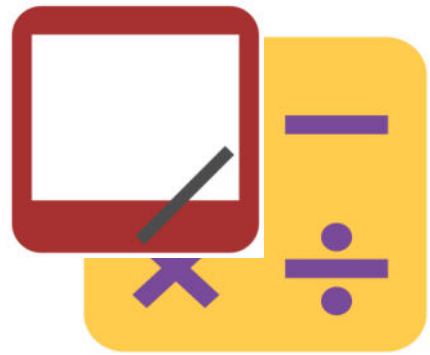




Divide Equal Groups

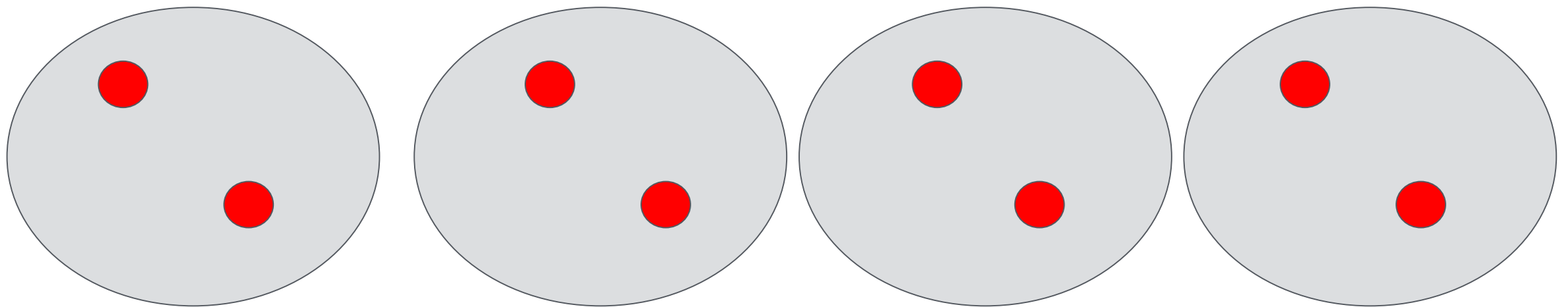
How many in each group?

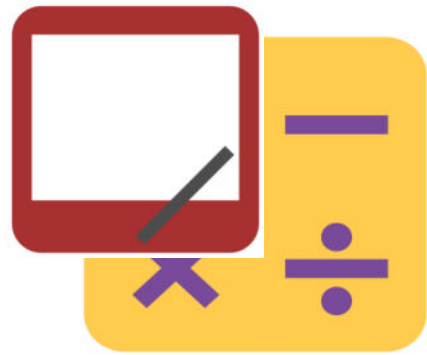




Divide Equal Groups

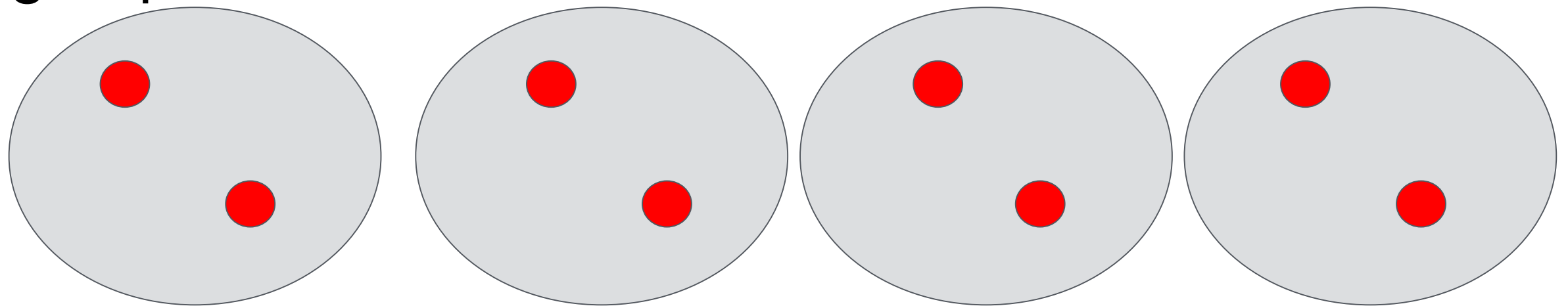
Say the total as a repeated addition sentence.





Divide Equal Groups

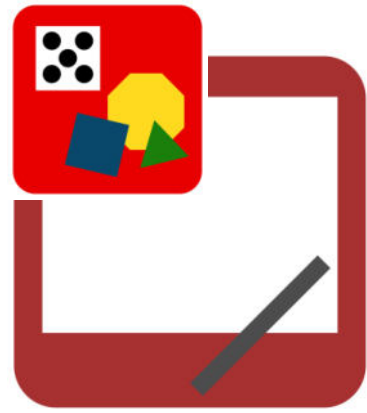
Write a division sentence for 8 divided into 4 equal groups.



Application Problem

Stacey has 18 bracelets. After she organizes the bracelets by color, she has 3 equal groups. How many bracelets are in each group?





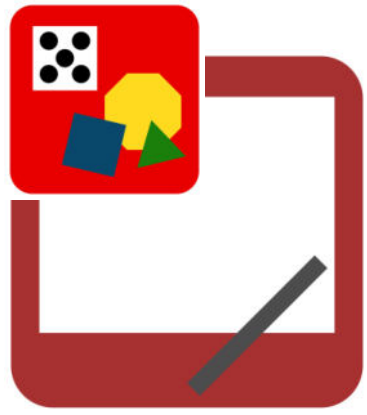
Division as fair share with the unknown as the number of groups.

Next weekend, my friend Cynthia is having a party. Eighteen people are coming. I told her I'd help her set up tables. We know that 6 people can sit at each table, but we're not sure how many tables we'll need.



Turn and talk to a partner. What information do Cynthia and I already have?

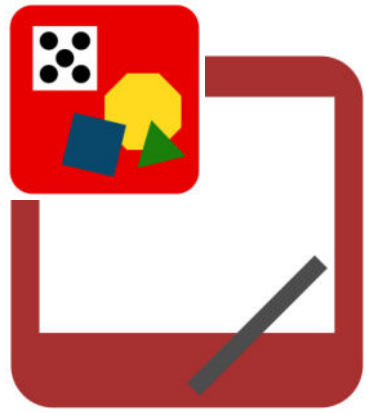
What information don't we know?



Division as fair share with the unknown as the number of groups.

Next weekend, my friend Cynthia is having a party. Eighteen people are coming. I told her I'd help her set up tables. We know that 6 people can sit at each table, but we're not sure how many tables we'll need.

Let's use counters to show the problem and check our thinking. Each of you have 18 counters, 1 for each person coming to the party. Put them into groups of 6.

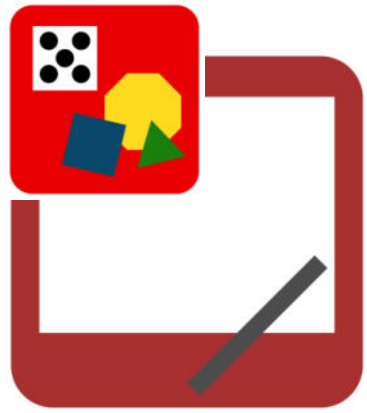


Division as fair share with the unknown as the number of groups.

Next weekend, my friend Cynthia is having a party. Eighteen people are coming. I told her I'd help her set up tables. We know that 6 people can sit at each table, but we're not sure how many tables we'll need.

Do we still agree we know the total and size of each group?

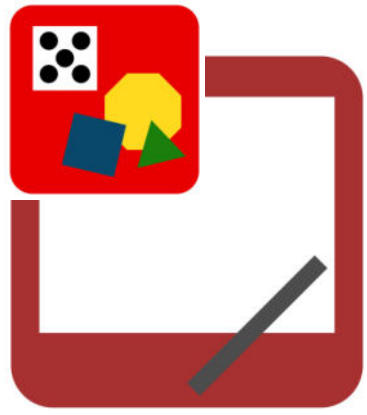
Looking at our models, what else do we know?



Division as fair share with
the unknown as the number
of groups.

$$18 \div 6 = 3$$

How does this number sentence relate to the
problem we just solved.

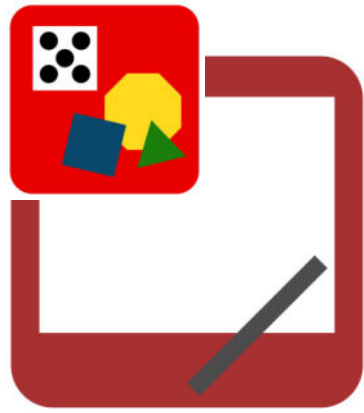


Division as fair share with
the unknown as the number
of groups.

Look back at your work from today's Application
Problem.

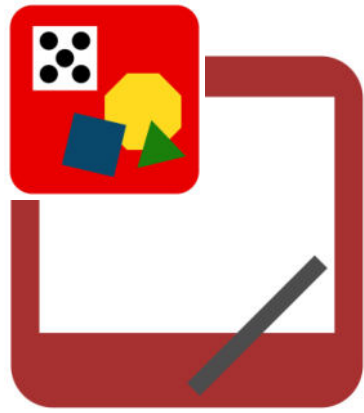


With your partner, compare the steps you
took to solve both the bracelet problem and the party
problem. Notice the number sentences too.



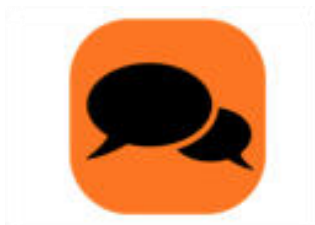
Division as fair share with the unknown as the number of groups.

I'm hearing you notice that the unknown was different in each problem. We divide when we want to find the size of the groups *or* the number of groups.



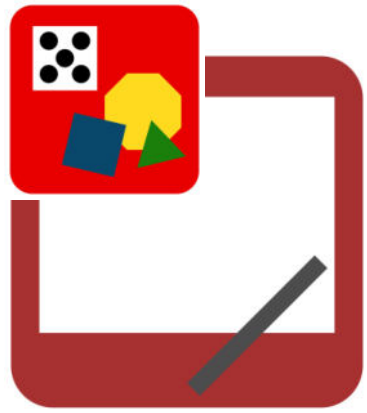
Division as fair share with
the unknown as the number
of groups.

$$14 \div 7 = \underline{\hspace{2cm}}$$



Turn and talk to a partner. What information
do we already have if we know 7 is the size of the
groups?

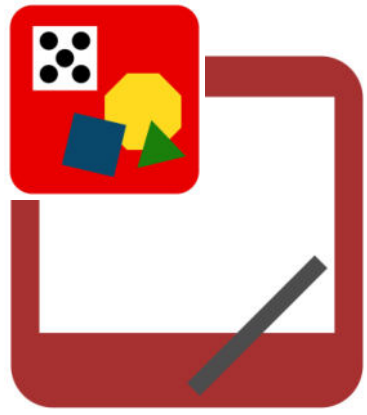
What information don't we know?



Division as fair share with
the unknown as the number
of groups.

$$14 \div 7 = \underline{\hspace{2cm}}$$

Let's use counters to show the problem and check our thinking. Each of you have 14 counters. Put them into groups of 7.

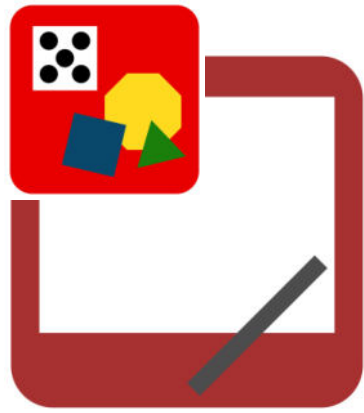


Division as fair share with
the unknown as the number
of groups.

$$14 \div 7 = \underline{\hspace{2cm}}$$

Do we still agree we know the total and size of each group?

Looking at our models, what else do we know?



Division as fair share with the unknown as the number of groups.

I'm hearing you notice that the unknown was different in each problem. We divide when we want to find the size of the groups *or* the number of groups.

Problem Set

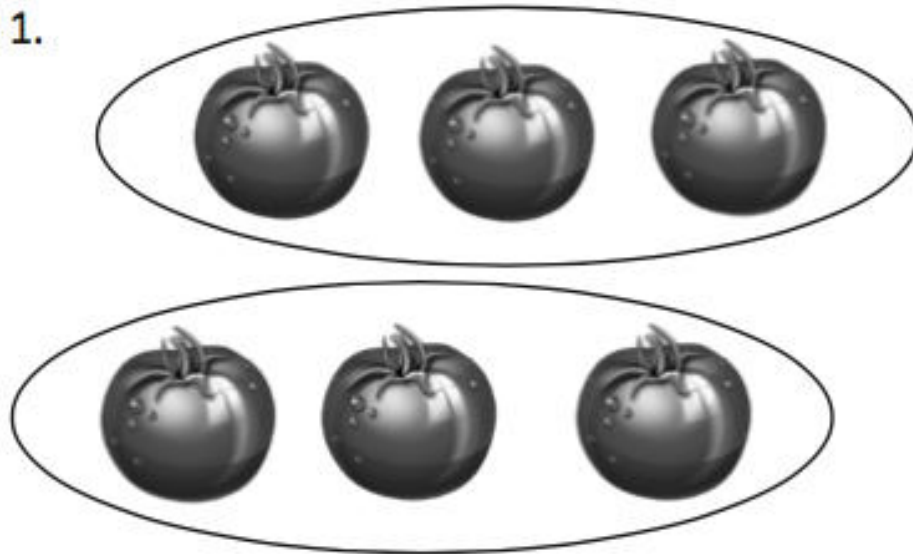
1 2 3 4 5

Problem Set

Name _____

Date _____

1.



Divide 6 tomatoes into groups of 3.

There are _____ groups of 3 tomatoes.

$$6 \div 3 = 2$$

2.



Divide 8 lollipops into groups of 2.

There are _____ groups.

$$8 \div 2 = \underline{\hspace{2cm}}$$

Debrief

Review the relationship between multiplication and division.

Practice using count-by strategy to solve Problem 5 on the Problem set. How is a number bond different from a drawing representing a count-by?

In Problem 5, what would the division sentence be if we wanted to know the number of crackers in each bag? Why is it the same division sentence as when we found the number of bags?

Exit Ticket

Name _____

Date _____

1. Divide 12 triangles into groups of 6.



$$12 \div 6 = \underline{\quad}$$

2. Spencer buys 20 strawberries to make smoothies. Each smoothie needs 5 strawberries. Use a count-by to find the number of smoothies Spencer can make. Make a drawing to match your counting.