Eureka Math

3rd Grade
Module 1
Lesson 5

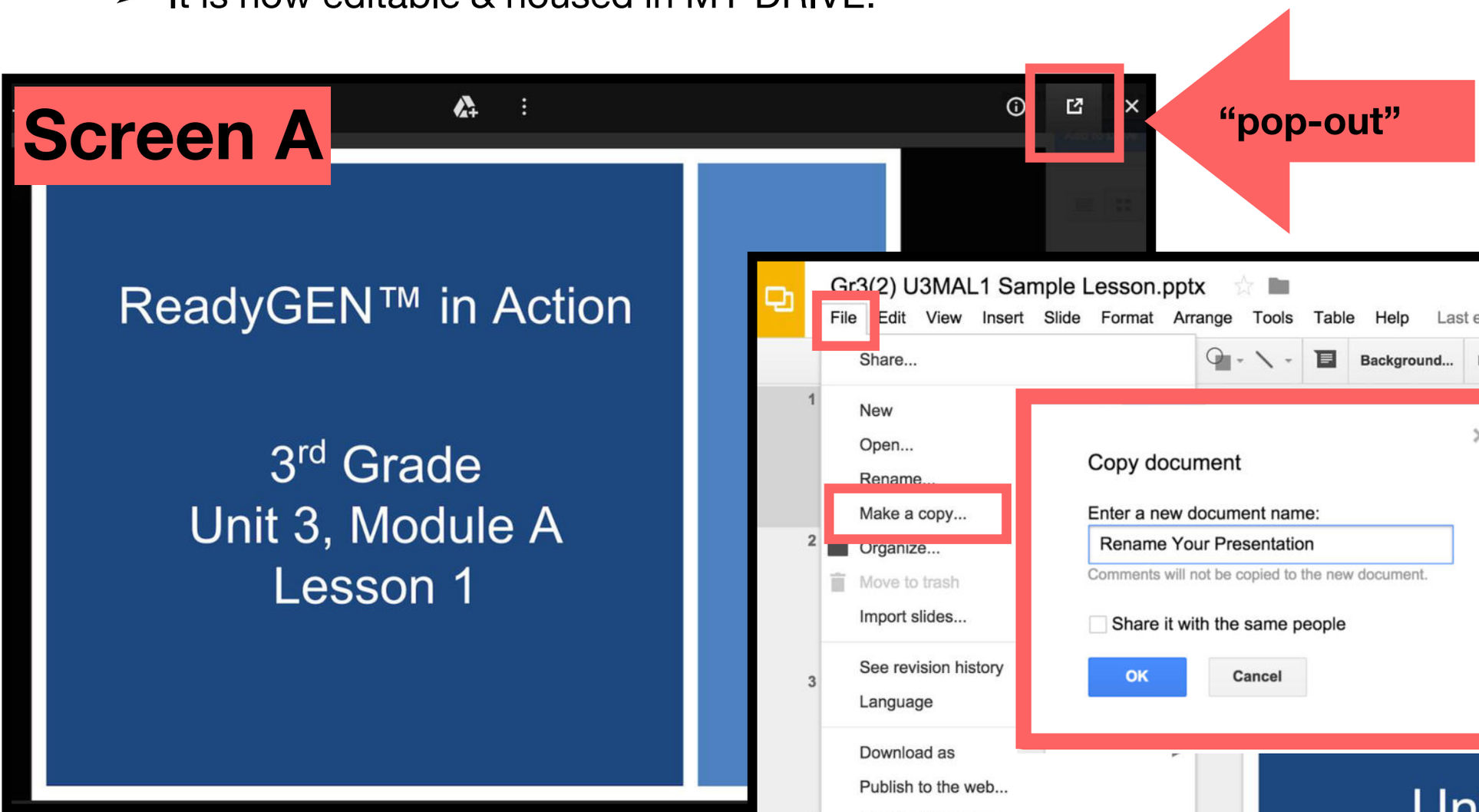
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

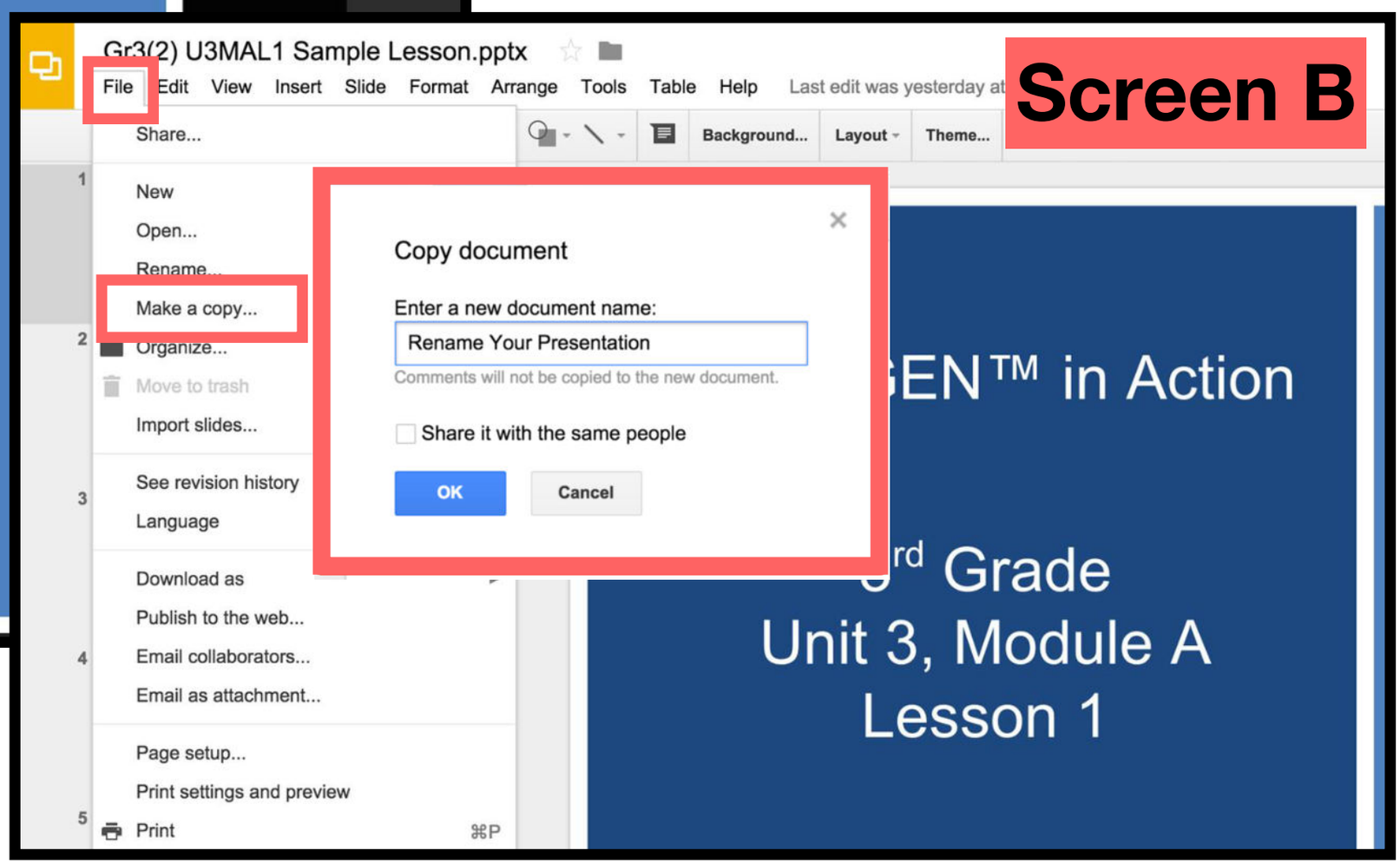
Directions for customizing presentations are available on the next slide.

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.



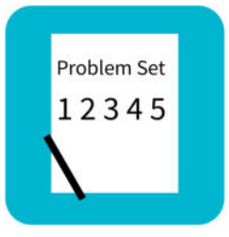


Icons

Read, Draw, Write

Learning Target

Personal White Board

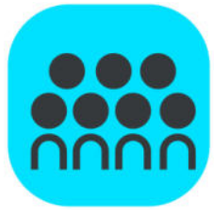


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

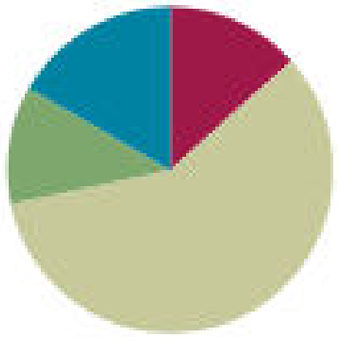
Small Group Time

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)**

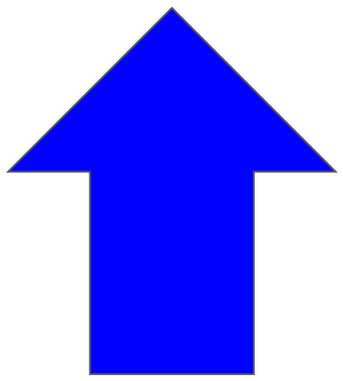


I can understand the meaning of the unknown as the number of groups in division.

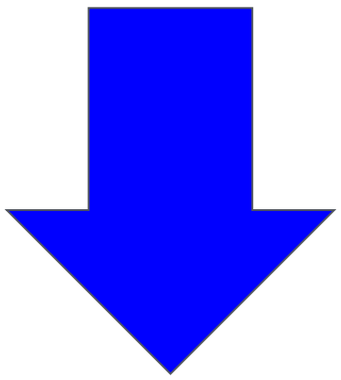
Group Counting

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

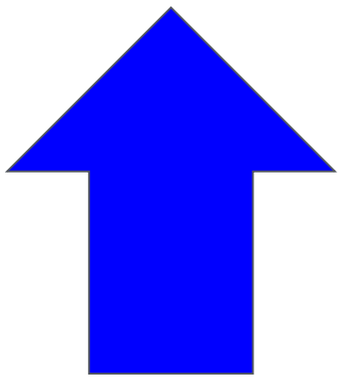


Count down

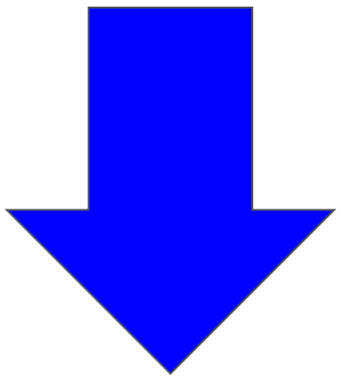
Group Counting

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

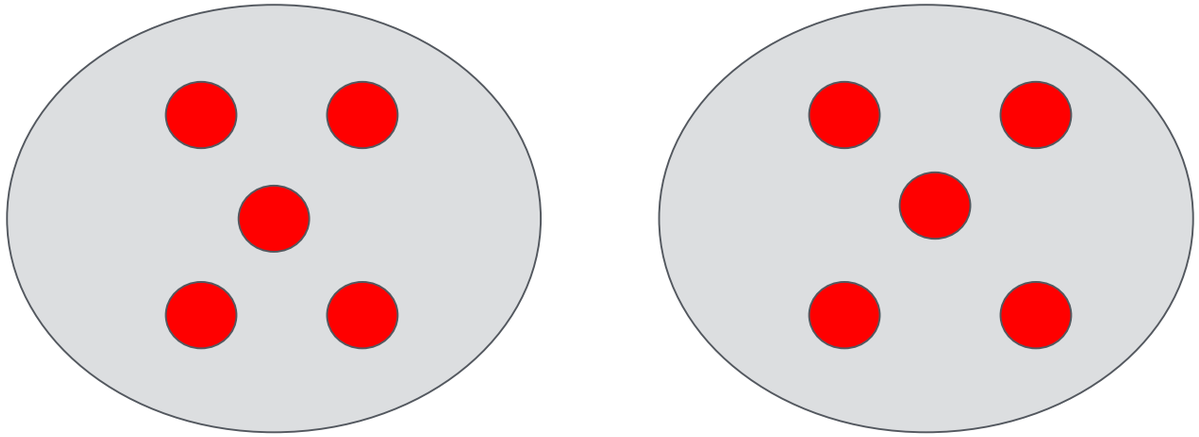


Count down

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

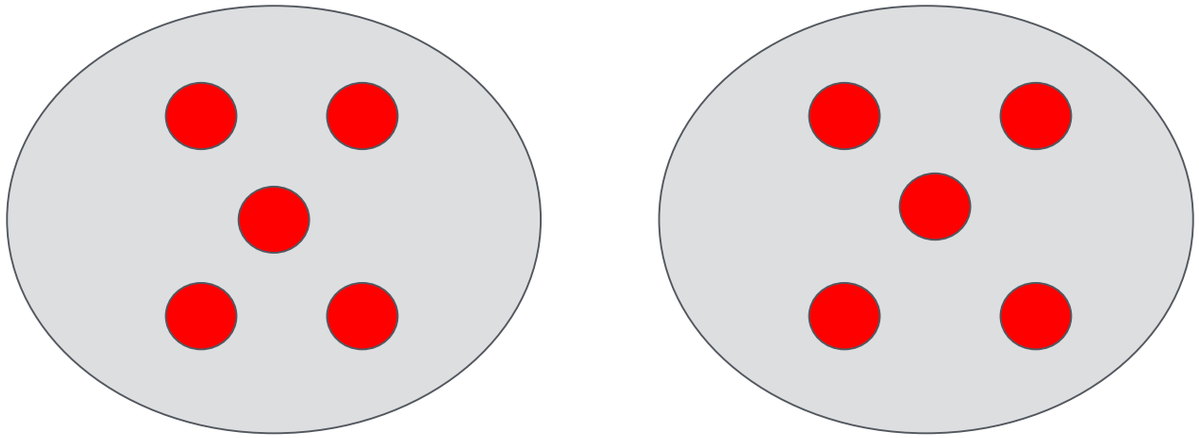
Divide Equal Groups

How many groups are there?



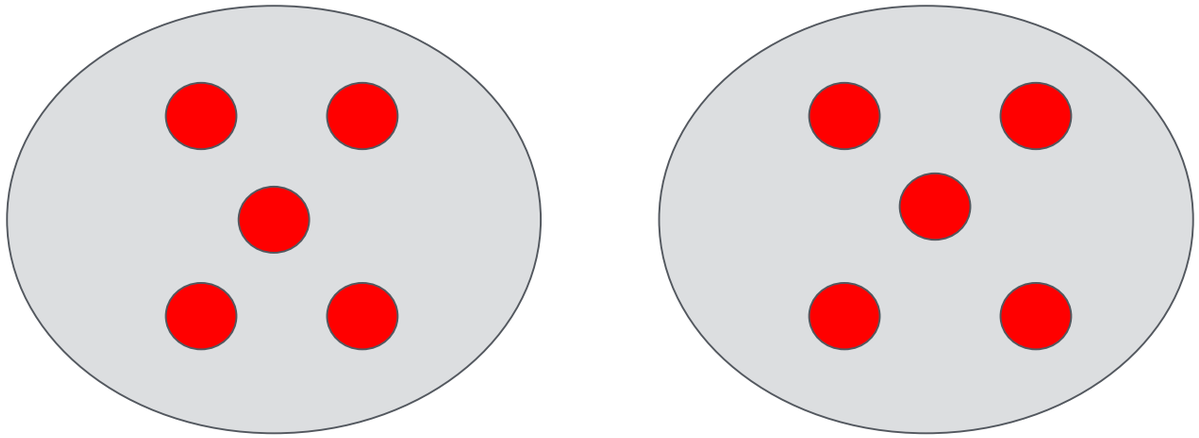
Divide Equal Groups

How many in each group?



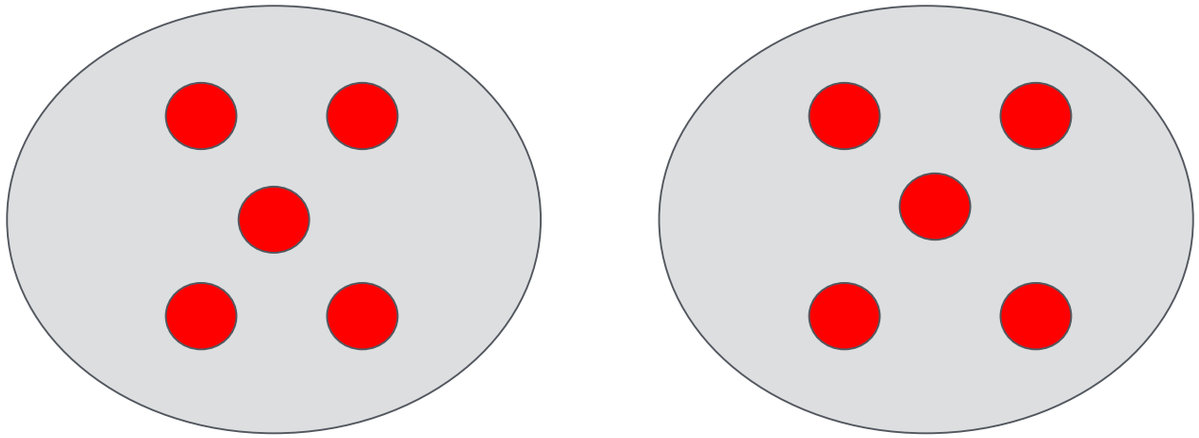
Divide Equal Groups

Say the total as a repeated addition sentence.



Divide Equal Groups

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



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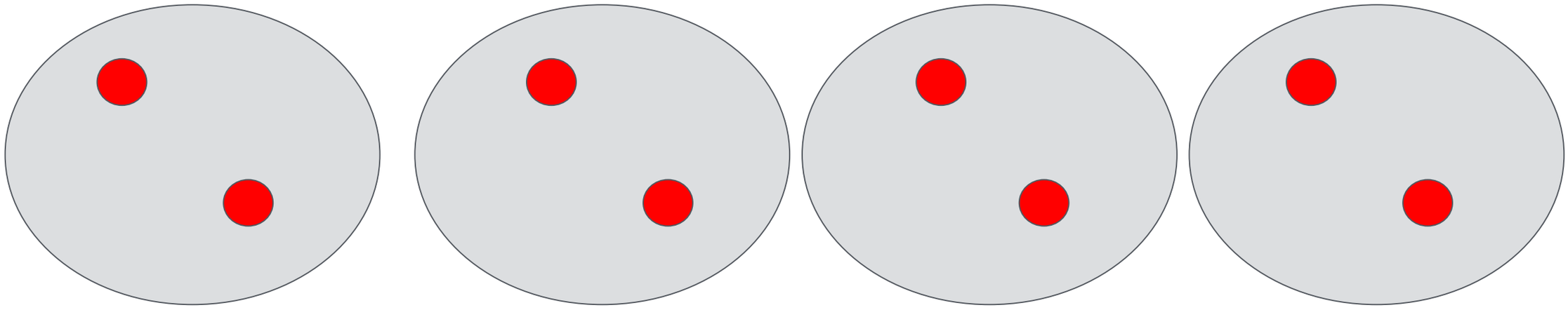
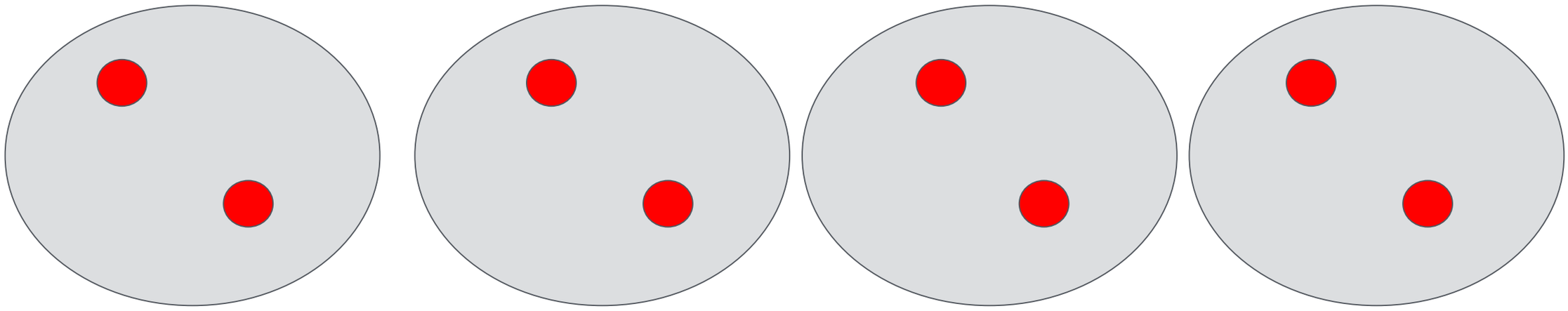


Divide Equal Groups

How many in each group?



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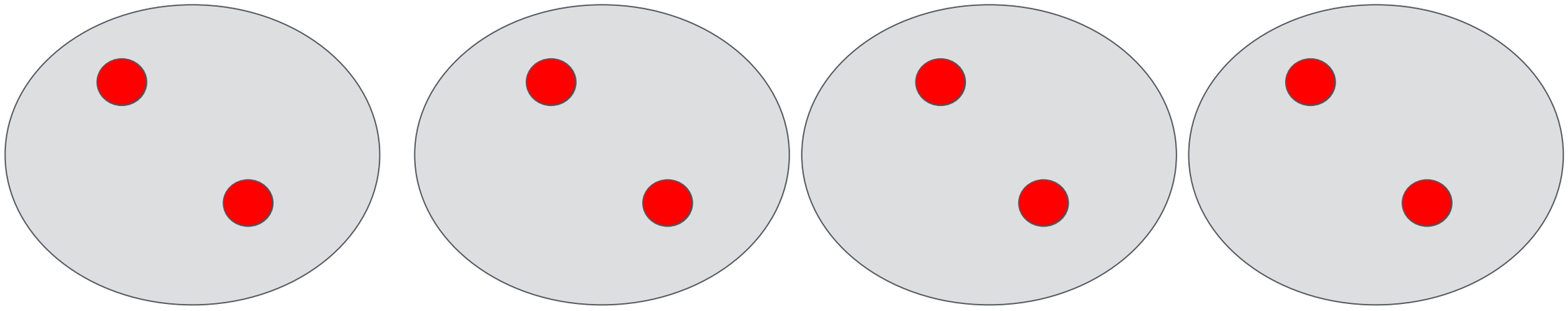
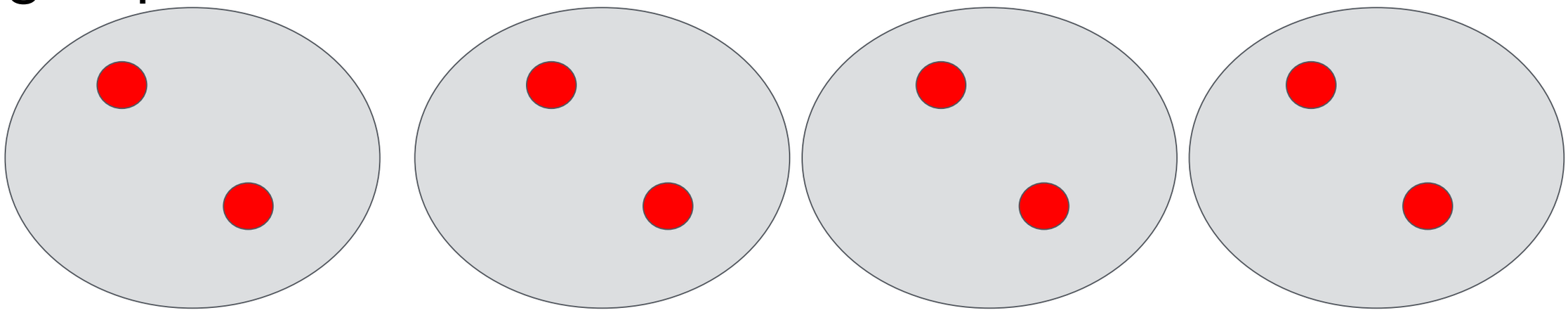


Divide Equal Groups

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?

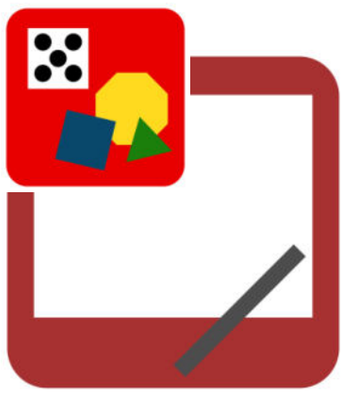
RDW

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?

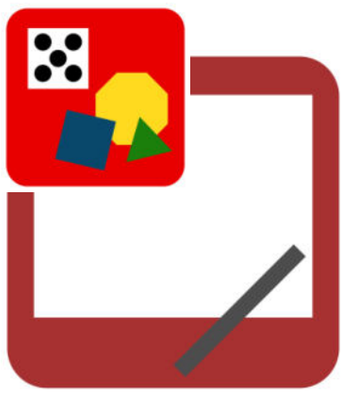
What information don't we know?



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.

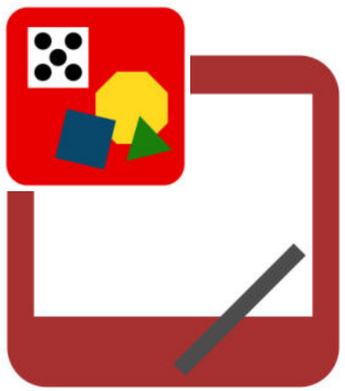


Division as fair share with the unknown as the number of groups.

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.

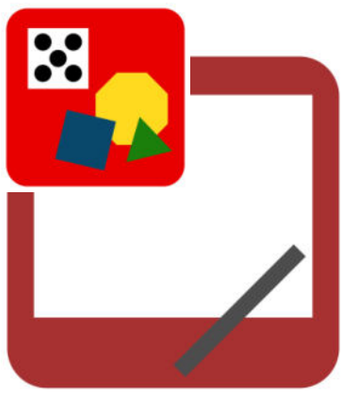
$$18 \div 6 = 3$$

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.

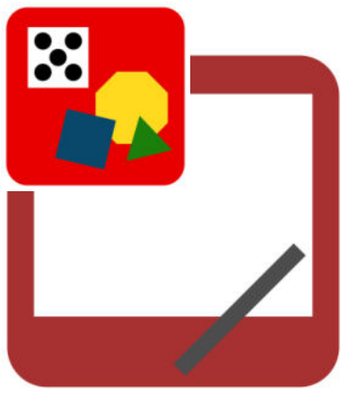
I’m hearing you notice that the unknown was different in each problem. We divide when we we want to find the size of the groups *or* the number of groups.

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

$$14 \div 7 = \_\_\_\_\_$$

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

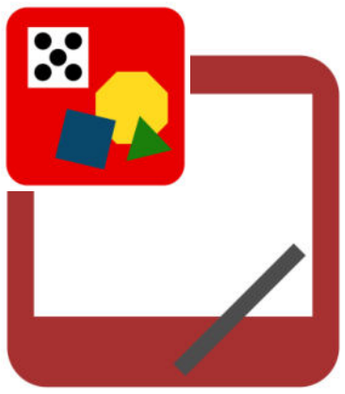
What information don't we know?



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

$$14 \div 7 = \_\_\_\_\_$$

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

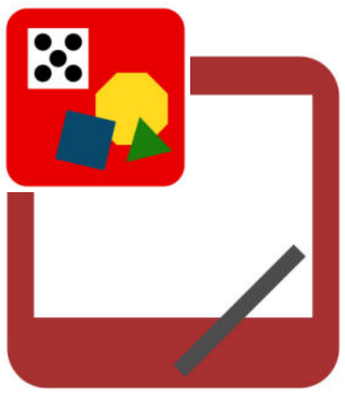


Division as fair share with the unknown as the number of groups.

$$14 \div 7 = \_\_\_\_\_$$

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

Looking at our models, what else do we know?



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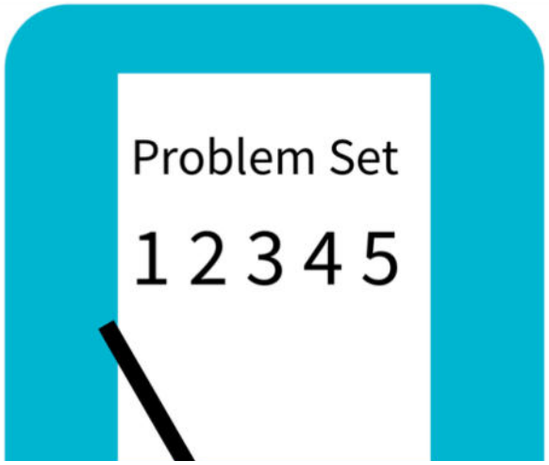
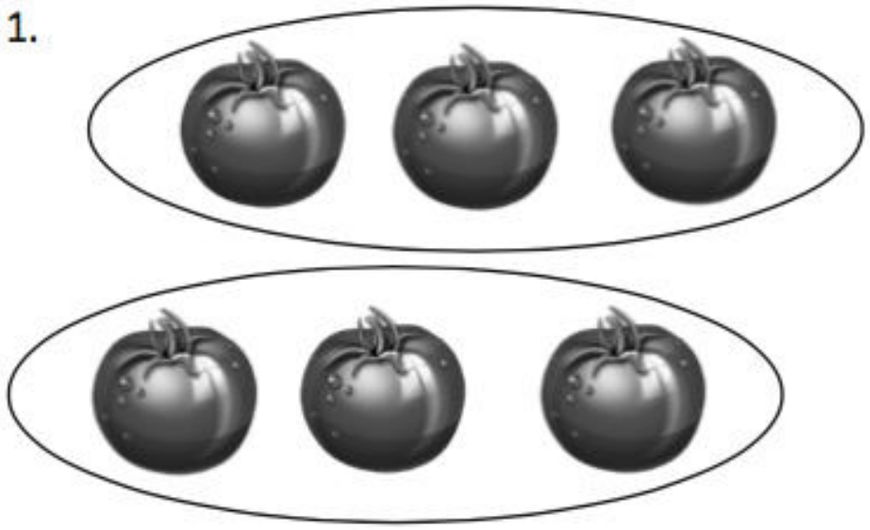


Problem Set

Name _____ Date _____

1.



Divide 6 tomatoes into groups of 3.

There are _____ groups of 3 tomatoes.

6 ÷ 3 = 2

2.

Divide 8 lollipops into groups of 2.

There are _____ groups.

8 ÷ 2 = _____

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.

$12 \div 6 =$ _____

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.