Eureka Math

3rd Grade
Module 1
Lesson 12

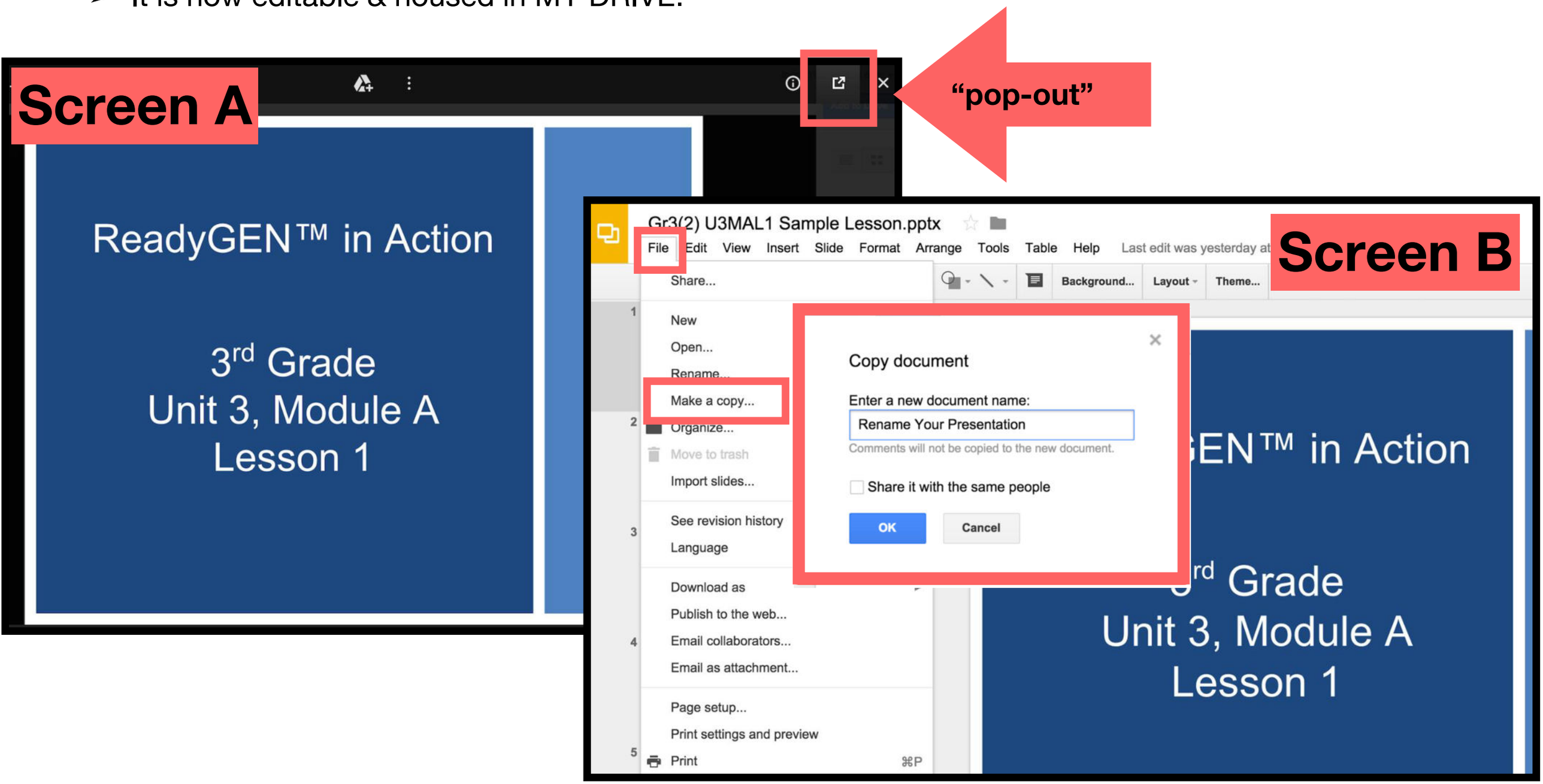
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

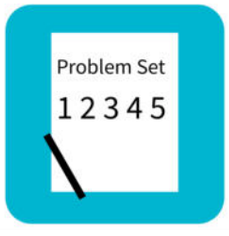


Icons

Read, Draw, Write

Learning Target

Personal White Board

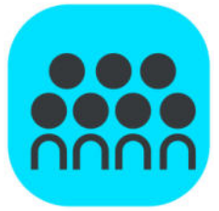


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

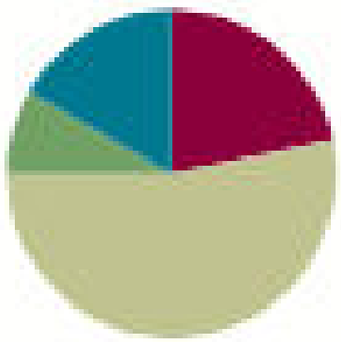
Small Group Time

Lesson 12

Objective: Interpret the quotient as the number of groups or the number of objects in each group using units of 2.

Suggested Lesson Structure

Fluency Practice	(13 minutes)
Application Problem	(5 minutes)
Concept Development	(32 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can interpret the quotient as the number of groups or the number of objects in each group using units of 2.

Multiply by 3

6 x 3 =

Let’s skip count by by threes to solve.

Counting by 3

3, 6, 9, 12, 15, 18

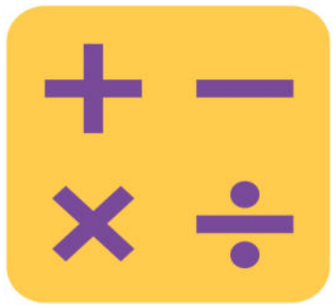
Let’s count down to find the answer, too.

Start at 30.

Counting by 3

Multiply.

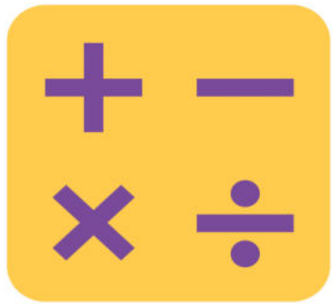
3 x 1 = _____	3 x 2 = _____	3 x 3 = _____	3 x 4 = _____
3 x 5 = _____	3 x 6 = _____	3 x 7 = _____	3 x 8 = _____
3 x 9 = _____	3 x 10 = _____	3 x 5 = _____	3 x 6 = _____
3 x 5 = _____	3 x 7 = _____	3 x 5 = _____	3 x 8 = _____
3 x 5 = _____	3 x 9 = _____	3 x 5 = _____	3 x 10 = _____
3 x 6 = _____	3 x 5 = _____	3 x 6 = _____	3 x 7 = _____
3 x 6 = _____	3 x 8 = _____	3 x 6 = _____	3 x 9 = _____
3 x 6 = _____	3 x 7 = _____	3 x 6 = _____	3 x 7 = _____
3 x 8 = _____	3 x 7 = _____	3 x 9 = _____	3 x 7 = _____
3 x 8 = _____	3 x 6 = _____	3 x 8 = _____	3 x 7 = _____



Group Counting

Let’s count by twos.

Get ready to count forward and backward to 20



Group Counting

Let’s count by fours.

Get ready to count forward and backward to 36.

Divide

Draw an array to match my picture.

Skip count by twos to find how many total objects there are.

How many groups of 2 are there?

Divide

Say the total as a multiplication sentence starting with the number of groups.

Divide

4 x 2 = 8

8 ÷ 4 =___

Fill in the blank to make a true division sentence.

Divide your array into 4 equal groups to find the answer.

Application Problem

A chef arranges 4 rows of 3 red peppers on a tray. He adds 2 more rows of 3 yellow peppers. How many peppers are there altogether?

RDW

Concept Development

Two students equally share 8 crackers. How many crackers does each student get? Draw to model and solve the problem.

Explain your thinking to your partner

Equal Groups

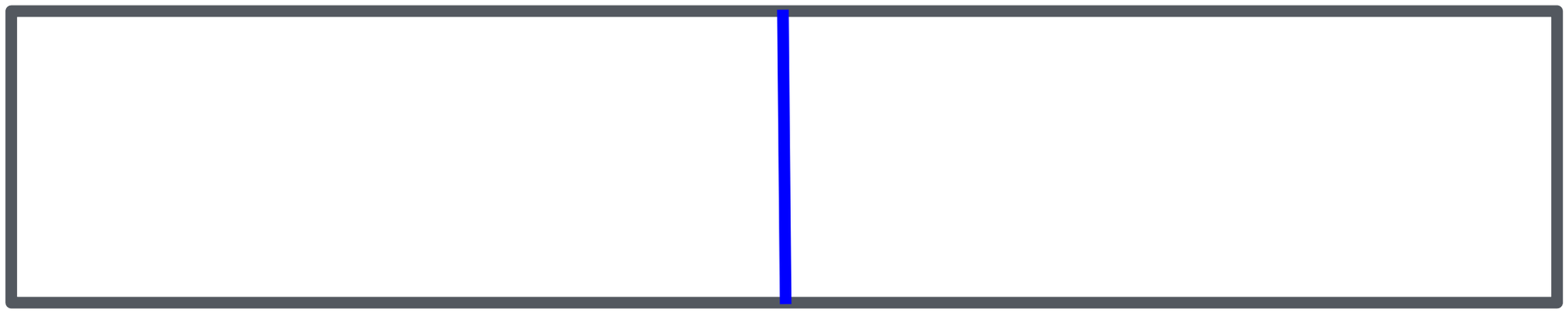
Write a division sentence to represent your model.

Model Division

This diagram represents the total, 8 crackers.

In your mind, visualize where we would divide it to make 2 equal parts.

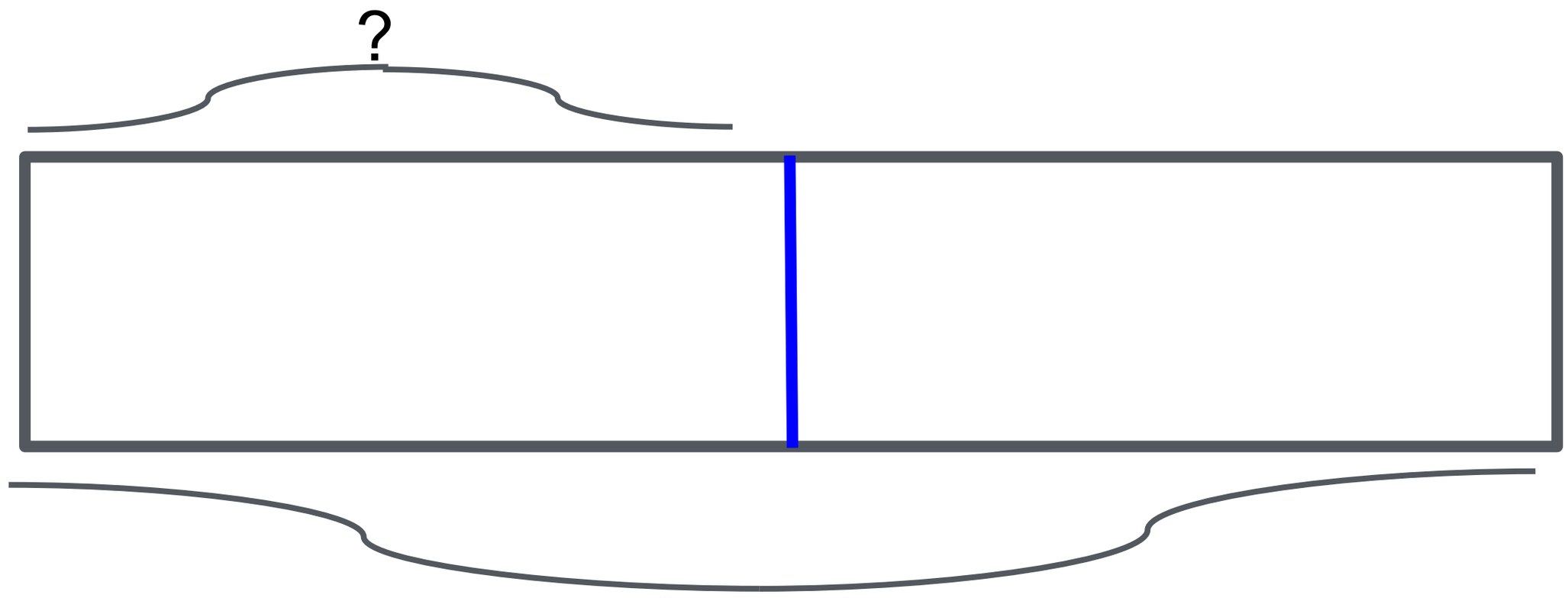
Model Division



How does this diagram represent the students?

What is our unknown?

Model Division



Watch how I label the unknown on the diagram.

Tell your partner a strategy for finding the unknown using the diagram.

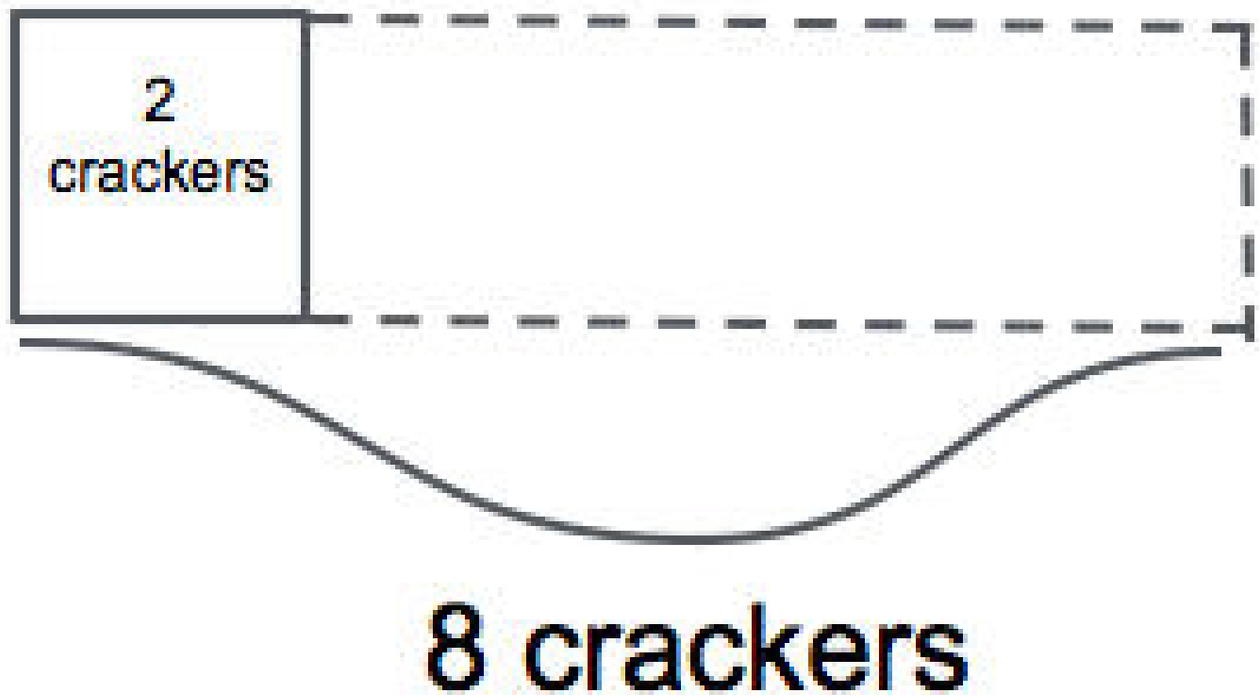
Model Division

Let’s go back to our original problem, this time changing a bit. There are 8 crackers, but this time each student gets 2. How many students get crackers?

Do we know the size of the groups or the number of groups?

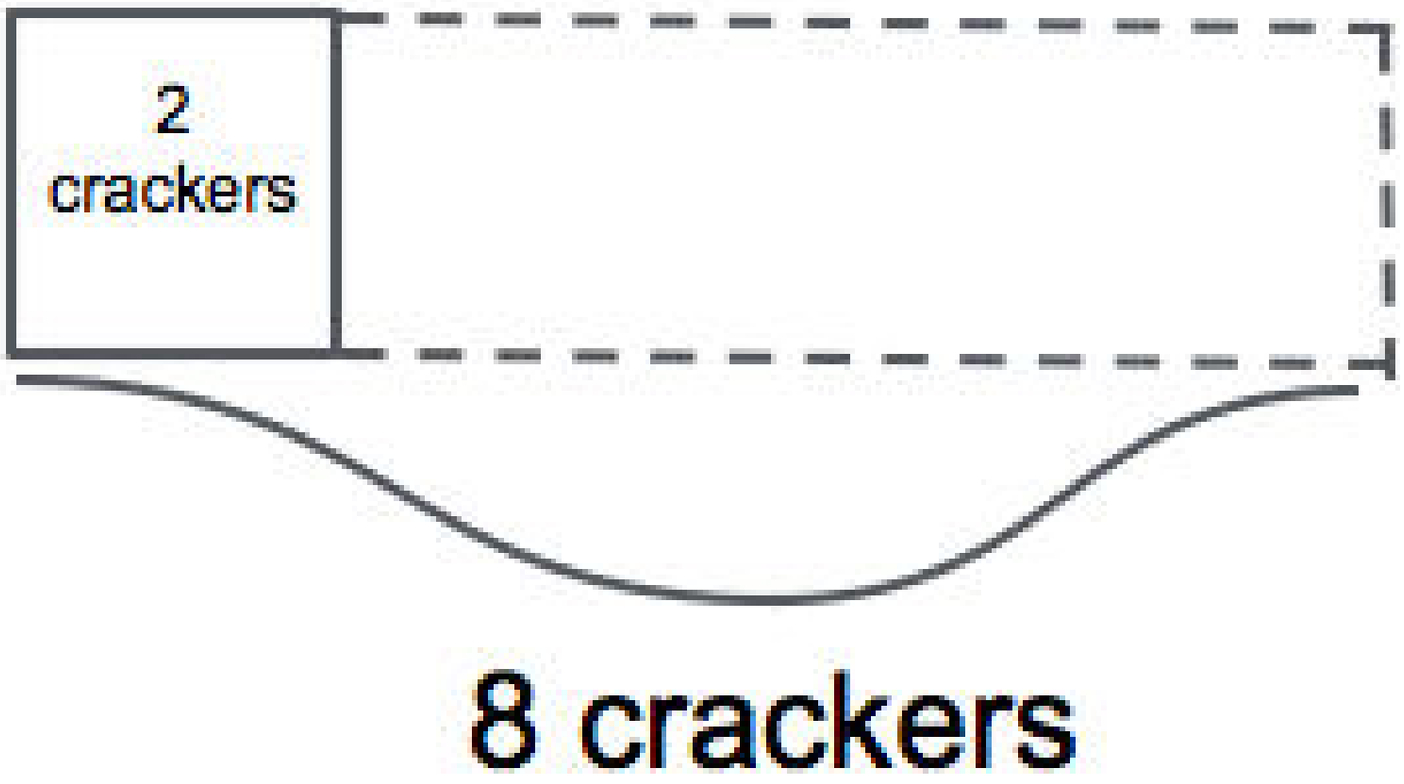
What other information does the problem tell us?

Model Division



What is our unknown?

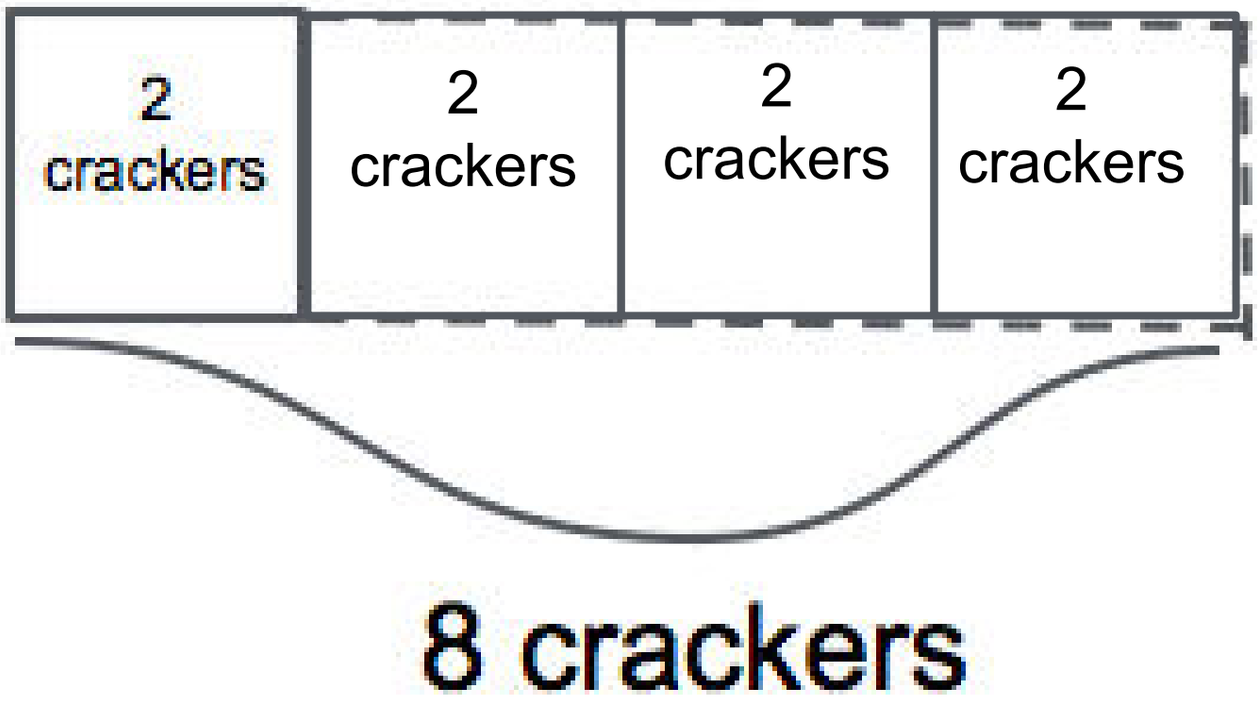
Model Division



Let’s find the number of groups by drawing more units of 2. How will we know when we’ve drawn enough units?

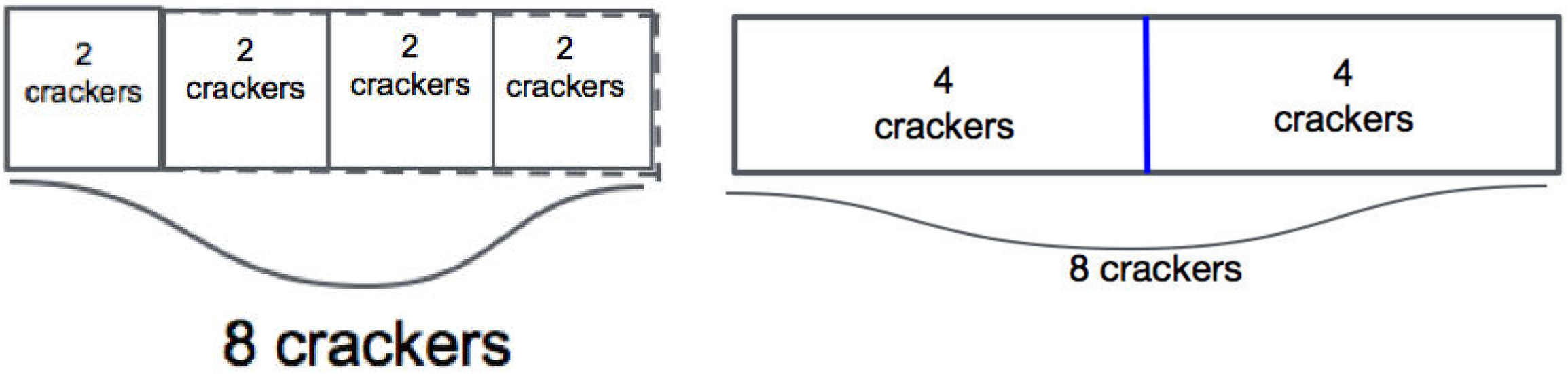
Draw along on your personal white boards.

Model Division

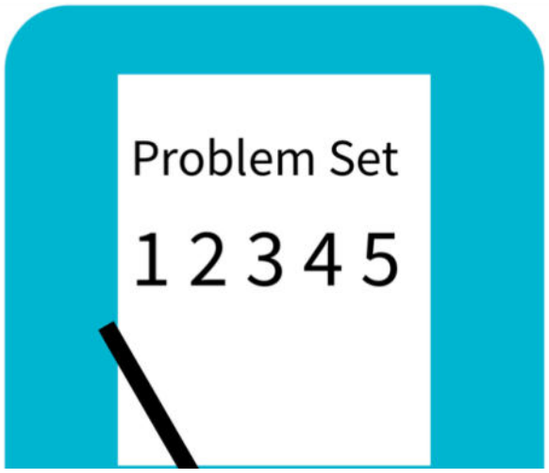


Write a division sentence to match the diagram.

Model Division



The two division sentences for these diagrams are the same, but the tape diagrams are different. Turn and talk to your partner about why.



Problem Set

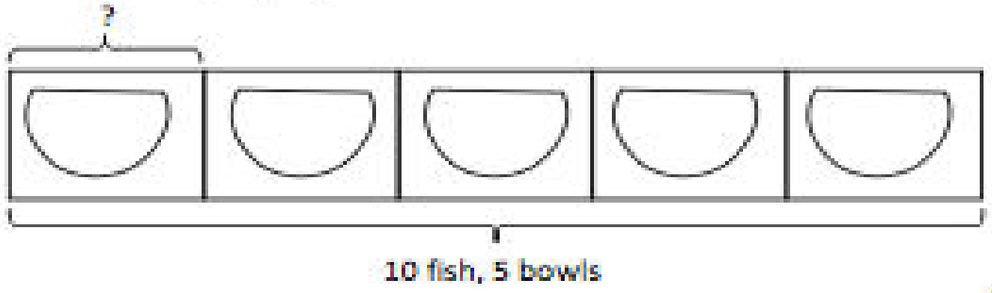
Name _____ Date _____

1. There are 8 birds at the pet store. Two birds are in each cage. Circle to show how many cages there are.

8 ÷ 2 = _____

There are _____ cages of birds.

2. The pet store sells 10 fish. They equally divide the fish into 5 bowls. Draw fish to find the number in each bowl.



5 × _____ = 10

10 ÷ 5 = _____

There are _____ fish in each bowl.

Debrief

Lesson Objective: Interpret the quotient as the number of groups or the number of objects in each group using units of 2.

~Describe how you learned the tape diagram in Problem 4. The number 2 appears in the problem; where do you see it in the diagram?

~Analyze Problems 1 and 2 on the Problem Set to compare different unknowns.

~How does what the quotient represents affect the way a tape diagram is drawn?

Exit Ticket

Name _____ Date _____

There are 14 mints in 1 box. Cecilia eats 2 mints each day. How many days does it take Cecilia to eat 1 box of mints? Draw and label a tape diagram to solve.

It takes Cecilia _____ days to eat 1 box of mints.