

# *Unit 5 Module 3 Session 3*

## *Problems & Investigations- Line 'Em Up*

### Getting Ready-

- <sup>TM</sup> T3 Line 'Em Up
- One Hundred Hungry Ants by Elinor J. Pinczes (optional, see Preparation)
- 2 dice, one numbered 1-6 and one numbered 4-9
- colored tiles (class set, see Preparation)
- red linear units (class set, see Preparation)
- <sup>TM</sup> T4 Work Place Guide 5C Line 'Em Up
- <sup>TM</sup> T5 5C Line 'Em Up Record Sheet
- SB 169-170\* Work Place Instructions 5C Line 'Em Up

# VOCABULARY

Array

Divide

Equation

Expression

Multiply

Product

Quotient

Remainder

I  
CAN



- Interpret quotients of whole numbers; write story problems or describe problem situations to match a division expression or equation
- Solve division story problems with dividends to 100 involving situations of equal groups and arrays

When you hear the word **remainder**, what does that mean to you?

Press and listen





We're going to take turns with the class rolling two dice, multiplying the numbers that come up, and then dividing the product by 2, 3, 4, 5, and 6 to see what happens.



# Introducing Line 'Em Up



STUDENTS FIRST

Students				
	$\div 2 =$		R	
	$\div 3 =$		R	
	$\div 4 =$		R	
	$\div 5 =$		R	
	$\div 6 =$		R	
Total Remainders				

Teacher				
	$\div 2 =$		R	
	$\div 3 =$		R	
	$\div 4 =$		R	
	$\div 5 =$		R	
	$\div 6 =$		R	
Total Remainders				

# *Work Places*

Introduce 5C Line 'Em Up

- <sup>TM</sup> T4 Work Place Guide 5C Line 'Em Up
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Work Place Link

# ***Work Places***

4B Measurement Scavenger Hunt

4C Target One Thousand

4D Hexagon Spin & Fill

5A Solving Game Store Problems

5B Scout them Out

5C Line 'Em Up



# *Daily Practice*

SB 171 Multiplication Review

# *Home Connection*

HC 93-94 More Division Practice