Lesson 4: Interpret Division Expressions

Standards Alignments

Addressing 3.NBT.A.2, 3.OA.A.2

Teacher-facing Learning Goals

- Interpret division expressions.
- Understand that the same division expression can be used to represent both types of division situations.

Student-facing Learning Goals

- Let's make sense of division expressions.

Lesson Purpose

The purpose of this lesson is for students to interpret division expressions and understand that the same division expression can be used to represent both types of division situations.

Students first match a division expression to a situation that it could represent. Then, students learn that the same division expression can match both "how many groups?" and "how many in each group?" problems depending on how the **divisor**, the number we are dividing by, is interpreted. Students then have a chance to match drawings and expressions to situations before they write their own division expressions in a subsequent lesson.

Access for:

Students with Disabilities

- Representation (Activity 1)

English Learners

- MLR2 (Activity 2)

Instructional Routines

Number Talk (Warm-up)

Lesson Timeline

Warm-up	10 min
Activity 1	10 min
Activity 2	10 min
Activity 3	15 min

Teacher Reflection Question

What aspects of today's lesson allowed each of your students to see themselves as productive mathematical reasoners?

Lesson Synthesis	10 min
Cool-down	5 min

Cool-down (to be completed at the end of the lesson) 5 min

Han's Tops

Standards Alignments

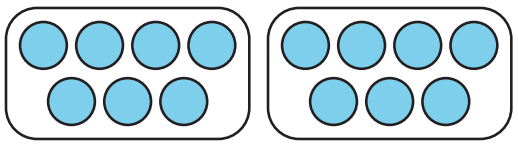
Addressing 3.OA.A.2

Student-facing Task Statement

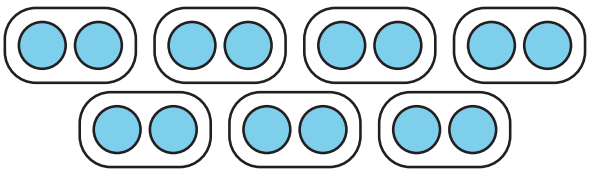
Han has 14 tops. He shares the tops equally between 2 boxes. How many tops will be in each box?

Select **all** the ways that we could represent the situation.

A.



B.



C.

$14 \div 2$

D.

$14 \div 7$

Student Responses

A, C