

Lesson 5: Write Division Expressions

Standards Alignments

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

Teacher-facing Learning Goals

- Solve “how many groups?” and “how many in each group?” problems.
- Write division expressions to represent division situations.

Student-facing Learning Goals

- Let’s write division expressions and solve “how many groups?” and “how many in each group?” problems.

Lesson Purpose

The purpose of this lesson is for students to write division expressions to represent division situations and solve “how many groups?” and “how many in each group?” problems.

Students sort division situations for whether the number of groups is unknown or the number of objects in each group is unknown and write division expressions to represent each situation (MP2). Students then have a chance to use the representations they have learned in this section to solve division problems.

This lesson has a Student Section Summary.

Access for:

Students with Disabilities

- Engagement (Activity 1)

English Learners

- MLR8 (Activity 1)

Instructional Routines

Card Sort (Activity 1), MLR7 Compare and Connect (Activity 2), Number Talk (Warm-up)

Materials to Gather

- Tools for creating a visual display: Activity 2

Materials to Copy

- Card Sort: All About Bugs (groups of 2): Activity 1

Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	20 min
Lesson Synthesis	10 min
Cool-down	5 min

Teacher Reflection Question

How have students' strategies for solving division problems evolved from the first lesson in this unit?

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

 5 min

Ant Legs

Standards Alignments

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

Student-facing Task Statement

Twenty-four legs belong to 4 ants. All ants have the same number of legs.

1. Write a division expression to represent this situation.
2. How many legs does each ant have? Explain or show your reasoning.

Student Responses

1. $24 \div 4$
2. 6 legs. Sample response: A drawing with 4 groups of 6.