

# Lesson 18: Larger Numbers in Equal Groups

## Standards Alignments

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

### Teacher-facing Learning Goals

- Solve problems involving division within 100, with quotients over 10, in a way that makes sense to them.

### Student-facing Learning Goals

- Let's divide with larger numbers.

## Lesson Purpose

The purpose of this lesson is for students to solve problems involving division within 100, with quotients over 10, in a way that makes sense to them.

In previous lessons, students learned how multiplication and division are related. They also used strategies based on properties of operations to multiply larger numbers.

In this lesson, students use a strategy of their choice to solve division problems with larger quotients than in previous lessons. Students should be encouraged to use whatever strategy and representation makes sense to them. The problem allows teachers an opportunity to see how students apply their learning from the unit to a new problem.

### Access for:

#### Students with Disabilities

- Representation (Activity 1)

#### English Learners

- MLR7 (Activity 1)

## Instructional Routines

5 Practices (Activity 1), What Do You Know About \_\_\_\_? (Warm-up)

### Materials to Gather

- Base-ten blocks: Activity 1, Activity 2
- Connecting cubes or counters: Activity 1, Activity 2

### Materials to Copy

- Centimeter Grid Paper - Standard (groups of 2): Activity 1
- Centimeter Grid Paper - Standard (groups of 2): Activity 2

## Lesson Timeline

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

## Teacher Reflection Question

What division strategies did your students use when working with larger numbers today?

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

 5 min

Recess Teams

### Standards Alignments

Addressing 3.OA.A.3

### Student-facing Task Statement

At recess, 42 students played a game. There were 3 teams with the same number of students on each team. How many students were on each team?

Show your thinking using diagrams, symbols, or other representations.

### Student Responses

14. Any strategy is acceptable at this point in the unit. Sample responses:

- Students draw 42 things and circle 3 equal groups of size 14.
- Students draw base-ten diagrams and put 1 ten and 4 ones into each group.
- Students write a series of multiplication equations with 3 as a factor and build up to 42.