Lesson 6: La división como un factor desconocido

Standards Alignments

Addressing   3.OA.A.2, 3.OA.B.6

Teacher-facing Learning Goals

- Explain the relationship between multiplication and division equations.
- Interpret division equations and multiplication equations with a missing factor.

Student-facing Learning Goals

- Conectemos ecuaciones de división con ecuaciones de multiplicación.

Lesson Purpose

The purpose of this lesson is for students to relate multiplication and division and recognize division as an unknown factor problem.

Previously, students learned to interpret and write division expressions. They connected division to multiplication informally, recognizing that both operations involved equal groups. In this lesson, students analyze related multiplication and division equations to formalize the relationship between multiplication and division. In the lesson synthesis, students learn that the result in a division equation is called a **quotient**.

Access for:

🧑‍🦯 Students with Disabilities

- Engagement (Activity 2)

🌐 English Learners

- MLR7 (Activity 1)

Instructional Routines

Notice and Wonder (Warm-up)

Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	20 min

Teacher Reflection Question

In this lesson, students formally relate multiplication and division for the first time. How is their previous knowledge of multiplication and division supporting them in understanding this relationship?

Lesson Synthesis	10 min
Cool-down	5 min

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

Muffins en cajas

Standards Alignments

Addressing   3.OA.B.6

Student-facing Task Statement

Hay 30 *muffins* y varias cajas para la feria de pastelería. En cada caja hay 6 *muffins*. ¿Cuántas cajas hay?

Tyler escribió dos ecuaciones para este problema.

$$\underline{\hspace{1cm}} \times 6 = 30$$

$$30 \div 6 = \underline{\hspace{1cm}}$$

Él dice que en cada espacio en blanco va el mismo número, aunque una ecuación es de multiplicación y la otra es de división. ¿Tiene razón? Explica o muestra tu razonamiento.

Student Responses

Tyler is right. Sample response: Five goes in both blanks because it is the number of boxes, we just write it in different places for multiplication equations and division equations.