Section A Checkpoint

1

Goals Assessed

- Create a diagram and a multiplication or division equation to represent the relationship in situations involving equal-size groups, and coordinate these representations.
- Interpret a division expression in two ways: as an answer to a "How many groups?" question or a "How many in each group?" question.

Student Task Statement

Han arranged 28 photos in a photo album. He put the same number of photos on each page.

a. What can the expression $28 \div 7$ mean in this situation? Describe two ways to interpret it.

b. Write a multiplication equation that can describe the same situation.

Solution

a. $28 \div 7$ could represent:
   - How many photos did Han put on each page if he placed 28 photos on 7 pages?
   - How many pages did Han use if he placed 7 photos on each page and 28 photos in total?

b. Any of the following equations are acceptable:
   - $7 \cdot ? = 28$
   - $7 \cdot 4 = 28$
   - $? \cdot 7 = 28$
   - $4 \cdot 7 = 28$

Responding to Student Thinking

Points to Emphasize

If most students struggle to interpret the division expression in two ways or to write a corresponding multiplication equation, reiterate the relationship between quantities in equal-group situations throughout the next section. For example, emphasize that multiplying the number of groups and the size of a group gives the total amount, so dividing the total amount by a number could mean finding either the number of groups or the size of one group. Consider creating a classroom display that summarizes this idea:

(number of groups) $\cdot$ (size of one group) = total
total $\div$ number of groups = size of one group
total $\div$ size of one group = number of groups

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Goals Assessed

- Create a diagram and a multiplication or division equation to represent the relationship in situations involving equal-size groups, and coordinate these representations.
- Interpret a division expression in two ways: as an answer to a "How many groups?" question or a "How many in each group?" question.

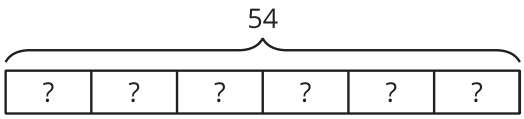
Student Task Statement

Select **all** representations that describe the same relationship as $6 \cdot ? = 54$ does.

A. A farmer placed 54 eggs into cartons. She placed 6 eggs in each carton.

B. $? \div 54 = 6$

C.



D. Kiran has 6 bags of marbles with 54 marbles in each.

E. $54 \div ? = 6$

F. $54 \div 6 = ?$

Solution

A, C, E, F

Responding to Student Thinking

Points to Emphasize
If most students struggle with representing the relationship between multiplication and division, revisit this concept when opportunities arise over the next several lessons. For example, invite multiple students to share their thinking about the equations they write in this activity:

Accelerated 6, Unit 3, Lesson 3, Activity 3 Finding the Number of Groups