## Unit 4 Lesson 3: Interpreting Division Situations

### 1 Dot Image: Properties of Multiplication (Warm up)

#### Student Task Statement



### 2 Homemade Jams

#### Images for Launch



#### Student Task Statement

Draw a diagram, and write a multiplication equation to represent each situation. Then answer the question.

1. Mai had 4 jars. In each jar, she put $2\frac{1}{4}$ cups of homemade blueberry jam. Altogether, how many cups of jam are in the jars?
2. Priya filled 5 jars, using a total of $7\frac{1}{2}$ cups of strawberry jam. How many cups of jam are in each jar?
3. Han had some jars. He put $\frac{3}{4}$ cup of grape jam in each jar, using a total of $6\frac{3}{4}$ cups. How many jars did he fill?

#### Activity Synthesis







### 3 Making Granola

#### Student Task Statement

1. Consider the problem: To make 1 batch of granola, Kiran needs 26 ounces of oats. The only measuring tool he has is a 4-ounce scoop. How many scoops will it take to measure 26 ounces of oats?
	1. Will the answer be more than 1 or less than 1?
	2. Write a multiplication equation and a division equation that represent this situation. Use “?” to represent the unknown quantity.
	3. Find the unknown quantity. If you get stuck, consider drawing a diagram.
2. The recipe calls for 14 ounces of mixed nuts. To get that amount, Kiran uses 4 bags of mixed nuts.
	1. Write a mathematical question that might be asked about this situation.
	2. What might the equation $14÷4= ?$ represent in Kiran’s situation?
	3. Find the quotient. Show your reasoning. If you get stuck, consider drawing a diagram.

#### Activity Synthesis





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