

Grade 3 Unit 4

Lesson 20

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Unit 4 Lesson 20: Strategies for Dividing

WU Number Talk: Multiplication and Division (Warm up)

Student Task Statement

Find the value of each expression mentally.

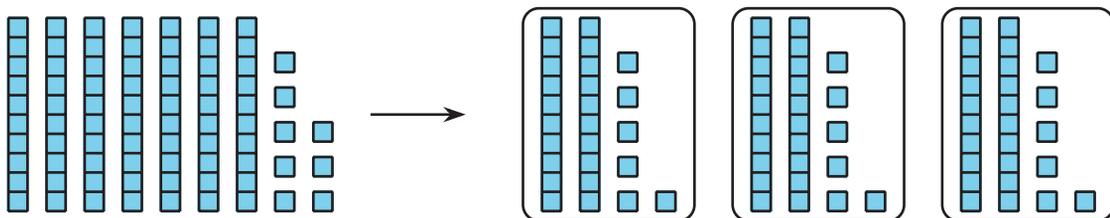
- 3×5
- 6×5
- 10×5
- $65 \div 5$

1 Ways to Divide

Student Task Statement

1. Lin, Priya, and Tyler found the value of $78 \div 3$. Their work is shown. Make sense of each student's work.

Lin



Priya

$$\begin{array}{r}
 3 \times 10 = 30 \\
 3 \times 10 = 30 \\
 3 \times 6 = 18 \\
 \hline
 3 \times 26 = 78
 \end{array}$$

Tyler

$$\begin{array}{r}
 3 \times 20 = 60 \\
 3 \times 6 = 18 \\
 20 + 6 = 26
 \end{array}$$

2. How are the three students' work alike?
3. How are they different?

2 How Would You Divide?

Student Task Statement

Find the value of each quotient. Explain or show your reasoning. Organize it so it can be followed by others.

1. $80 \div 5$
2. $68 \div 4$
3. $91 \div 7$

If you have time: Eighty-four students on a field trip are put into groups. Each group has 14 students. How many groups are there?

3 Compare, Divide within 100 (Optional)

Student Task Statement

Play Compare with 2 players.

1. Shuffle the cards and split the deck between the players.
2. Each player turns over a card.
3. Compare the values. The player with the greater value keeps both cards.
4. Play until you run out of cards. The player with the most cards at the end of the game wins.