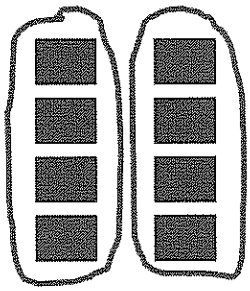
G3-M1-Lesson 5

1. Group the squares to show $8 \div 4 =$ _____ where the unknown represents the number of groups.

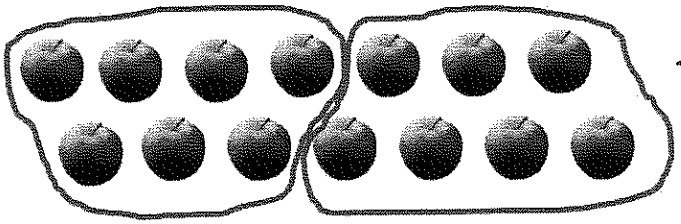


I can circle groups of 4 squares each. Then I can see that there are 2 equal groups.

How many groups are there? ___2___

$8 \div 4 =$ ___2___

2. Nathan has 14 apples. He puts 7 apples in each basket. Circle the apples to find the number of baskets Nathan fills.



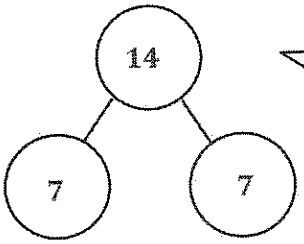
I can circle groups of 7 apples to find the total number of baskets Nathan fills, 2 baskets.

a. Write a division sentence where the answer represents the number of baskets that Nathan fills.

___14___ $\div$ ___7___ $=$ ___2___

I can write a division sentence beginning with the total number of apples, 14, divided by the number of apples in each basket, 7, to find the number of Nathan's baskets, 2. I can check my answer by comparing it to the circled picture above.

b. Draw a number bond to represent the problem.



I know that a number bond shows a part–whole relationship. I can label 14 as my whole to represent the total number of Nathan's apples. Then I can draw 2 parts to show the number of baskets Nathan fills and label 7 in each part to show the number of apples in each basket.

3. Lily draws tables. She draws 4 legs on each table for a total of 20 legs.

a. Use a count-by to find the number of tables Lily draws. Make a drawing to match your counting.

1 table, 4 legs, 8, 12, 16, 20

I can draw models to represent each of Lily's tables. As I draw each table, I can count by four until I reach 20. Then, I can count to find the number of tables Lily draws, 5 tables.

b. Write a division sentence to represent the problem.

20 ÷ 4 = 5 *Lily draws 5 tables.*

I can write a division sentence beginning with the total number of legs, 20, divided by the number of legs on each table, 4, to find the number of tables Lily draws, 5. I can check my answer by comparing it to my picture and count-by in part (a).