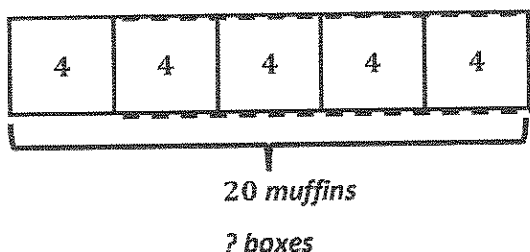


G3-M1-Lesson 17

1. The baker packs 20 muffins into boxes of 4. Draw and label a tape diagram to find the number of boxes she packs.

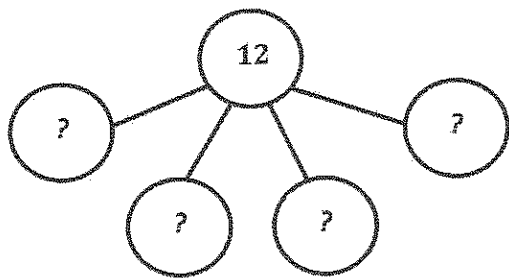


I can draw a tape diagram. Each box has 4 muffins, so I can draw a unit and label it 4. I can draw a dotted line to estimate the total number of boxes, because I don't yet know how many boxes there are. I do know the total, so I'll label that as 20 muffins. I'll solve by drawing units of 4 in the dotted part of my tape diagram until I have a total of 20 muffins. Then I can count the number of units to see how many boxes of muffins the baker packs.

$$20 \div 4 = \underline{5}$$

The baker packs 5 boxes.

2. The waiter arranges 12 plates into 4 equal rows. How many plates are in each row?



I can use a number bond to solve. I know that the total number of plates is 12 and that the 12 plates are in 4 rows. Each part in the number bond represents a row of plates.

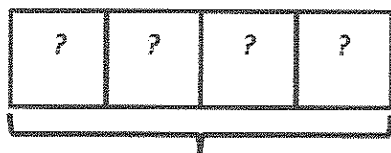
$$12 \div 4 = \underline{3}$$

$$3 \times 4 = \underline{12}$$

There are 3 plates in each row.

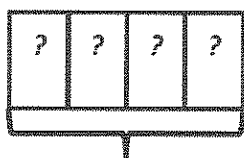
I can divide to solve. I can also think of this as multiplication with an unknown factor.

3. A teacher has 20 erasers. She divides them equally between 4 students. She finds 12 more erasers and divides these equally between the 4 students as well. How many erasers does each student receive?



$$20 \div 4 = \underline{5}$$

I can find the number of erasers each student gets at first when the teacher has 20 erasers.



$$12 \div 4 = \underline{3}$$

I can find how many erasers each student gets when the teacher finds 12 more erasers.

$$5 \text{ erasers} + 3 \text{ erasers} = \underline{8} \text{ erasers.}$$

Each student receives 8 erasers.

I can add to find how many total erasers each student gets.