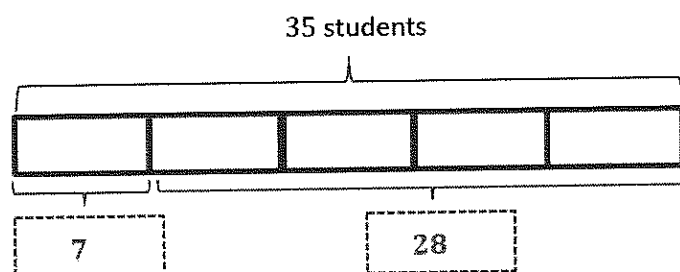


G3-M1-Lesson 20

1. Thirty-five students are eating lunch at 5 tables. Each table has the same number of students.
- a. How many students are sitting at each table?



I know there are a total of 35 students eating lunch at 5 tables. I know each table has the same number of students. I need to figure out how many students are sitting at each table. The unknown is the size of each group.

Each unit in my tape diagram represents 1 table. Since there are 35 students and 5 tables, I can divide 35 by 5 to find that each table has 7 students. This tape diagram shows that there are 5 units of 7 for a total of 35.

$$35 \div 5 = 7$$

There are 7 students sitting at each table.

- b. How many students are sitting at 4 tables?

$$4 \times 7 = 28$$

There are 28 students sitting at 4 tables.

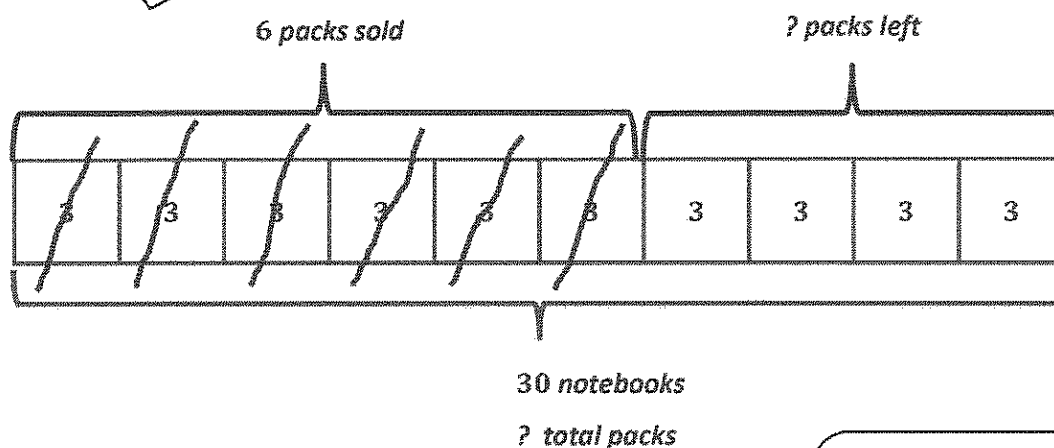
I can write a number sentence and a statement to answer the question.

Since I now know there are 7 students sitting at each table, I can multiply the number of tables, 4, by 7 to find that there are 28 students sitting at 4 tables. I can see this in the tape diagram: 4 units of 7 equal 28.

2. The store has 30 notebooks in packs of 3. Six packs of notebooks are sold. How many packs of notebooks are left?

I can draw a tape diagram that shows 30 notebooks in packs of 3. I can find the total number of packs by dividing 30 by 3 to get 10 total packs of notebooks.

I know the total is 30 notebooks. I know the notebooks are in packs of 3. First I need to figure out how many total packs of notebooks are in the store.



$$30 \div 3 = 10$$

There are a total of 10 packs of notebooks at the store.

Now that I know the total number of packs is 10, I can find the number of packs that are left.

$$10 - 6 = 4$$

There are 4 packs of notebooks left.

I can show the packs that were sold on my tape diagram by crossing off 6 units of 3. Four units of 3 are not crossed off, so there are 4 packs of notebooks left. I can write a subtraction equation to represent the work on my tape diagram.