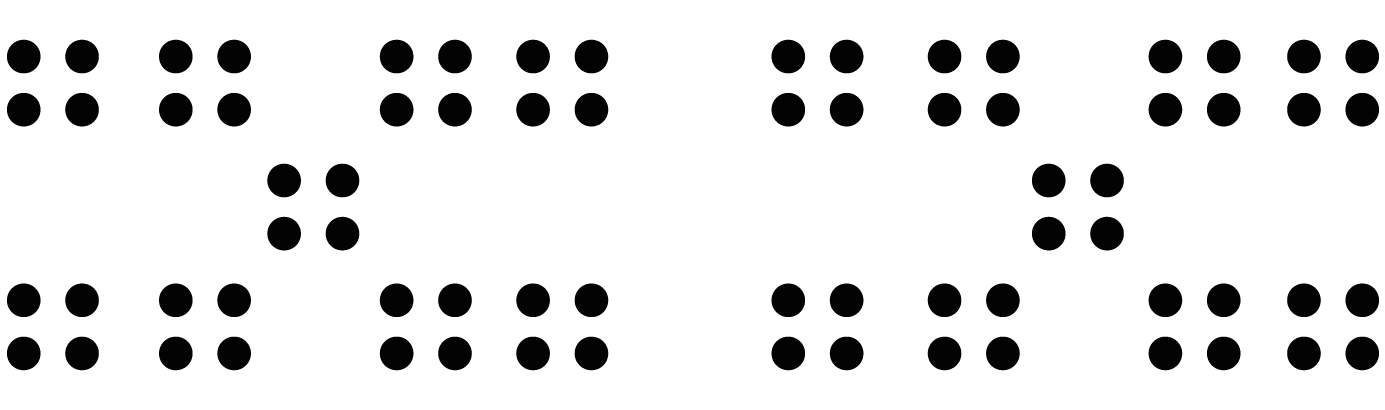
## Unit 4 Lesson 3: Interpreting Division Situations

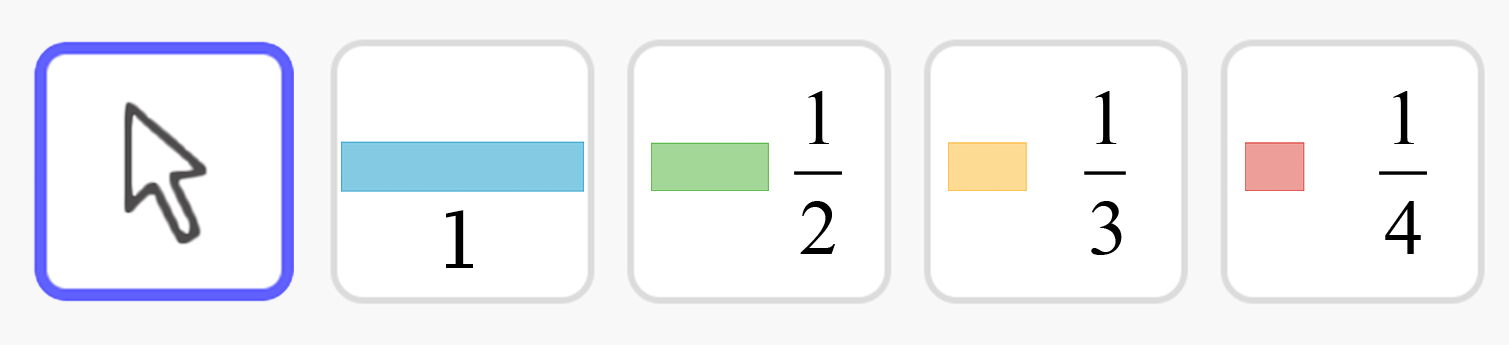
### 1 Dot Image: Properties of Multiplication (Warm up)

#### Student Task Statement



### 2 Homemade Jams

#### Images for Launch



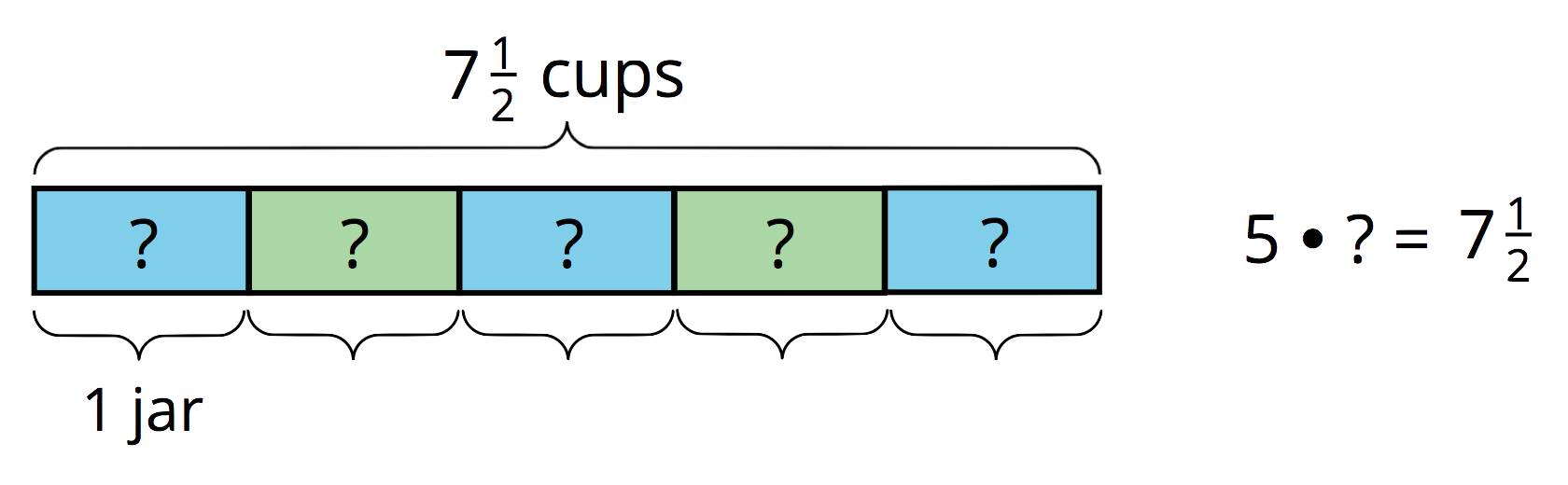
#### Student Task Statement

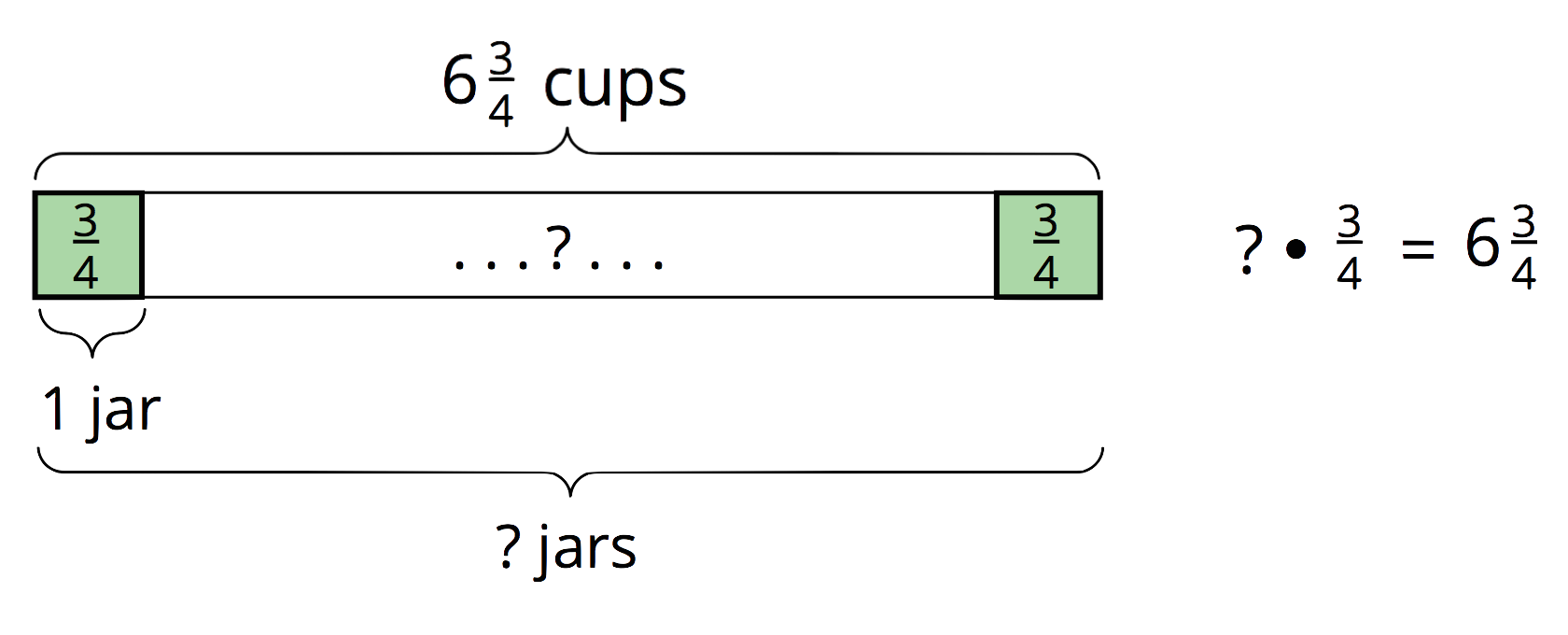
Draw a diagram, and write a multiplication equation to represent each situation. Then answer the question.

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

#### Activity Synthesis





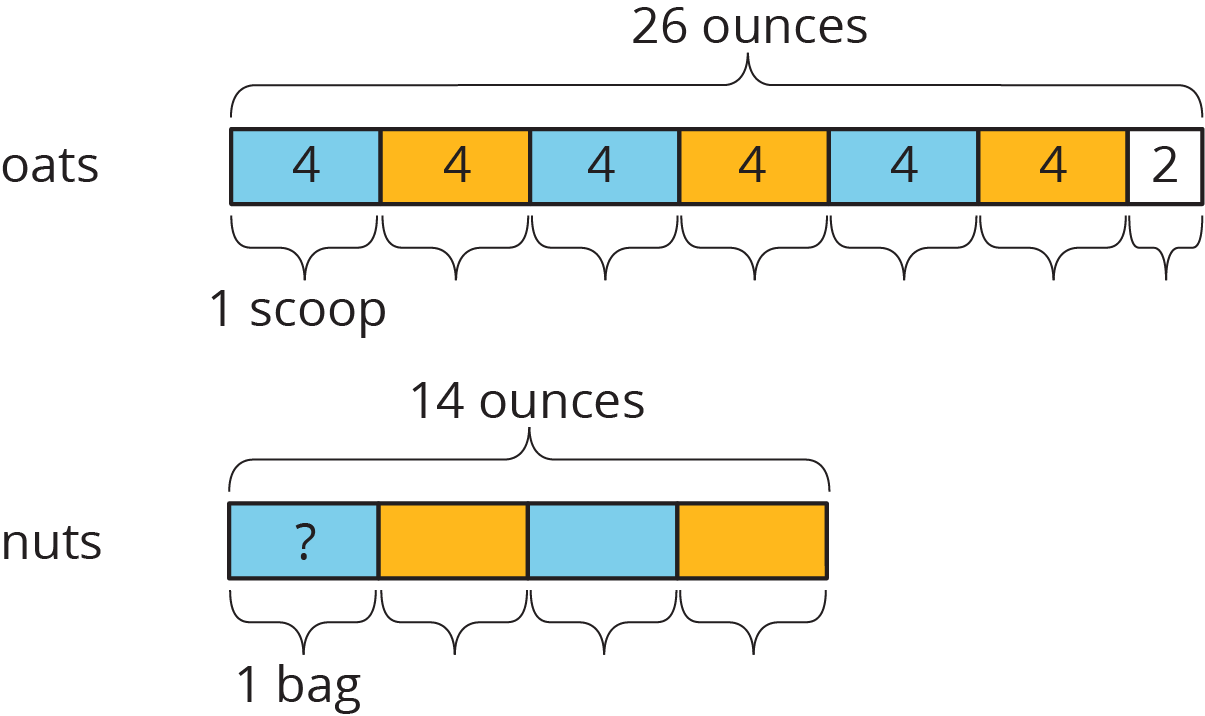


### 3 Making Granola

#### 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 represent in Kiran’s situation?
   3. Find the quotient. Show your reasoning. If you get stuck, consider drawing a diagram.

#### Activity Synthesis





© CC BY Open Up Resources. Adaptations CC BY IM.