![](data:image/svg+xml;base64;base64,)

# Lesson 20: Strategies for Dividing

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 3.OA.B.5, 3.OA.C.7 |

### Teacher-facing Learning Goals

* Analyze strategies for representing and reasoning about division.
* Divide within 100 using strategies based on place value and properties of operations.

### Student-facing Learning Goals

* Let’s use different strategies to divide.

### Lesson Purpose

The purpose of this lesson is for students to analyze representations and strategies for finding quotients with larger numbers and to divide within 100.

Previously, students use base-ten blocks, diagrams, and other representations or strategies to reason about division within 100. In this lesson, they extend and formalize this work to include writing a series of equations to find the value of a quotient.

In analyzing various strategies to represent division, students reinforce their understanding of place value, properties of operations, and the relationship of multiplication and division.

### Access for:

### Students with Disabilities

* Representation (Activity 2)

### English Learners

* MLR8 (Activity 1)

### Instructional Routines

Number Talk (Warm-up)

### Materials to Gather

* Base-ten blocks: Activity 2

### Materials to Copy

* Centimeter Grid Paper - Standard (groups of 2): Activity 2
* Compare Stage 4 Division Cards (groups of 2): Activity 3

### Lesson Timeline

|  |  |
| --- | --- |
| Warm-up | 10 min |
| Activity 1 | 15 min |
| Activity 2 | 15 min |
| Activity 3 | 10 min |
| Lesson Synthesis | 5 min |
| Cool-down | 5 min |

### Teacher Reflection Question

Who has been sharing their ideas in class lately? Make a note of students whose ideas have not been featured in class and look for an opportunity for them to share their thinking in tomorrow’s lesson.

## Cool-down

(to be completed at the end of the lesson)

5min

One More Division

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 3.OA.B.5, 3.OA.C.7 |

### Student-facing Task Statement

Find the value of . Explain or show your reasoning.

### Student Responses

16. Sample responses:

* A drawing showing 6 groups with 1 ten and 6 ones in each group.
* I know that is 60 and is 36, and .  .