



Grade 3 Module 1

Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10

Lesson 4: Size of Groups in Division

Objective Understand the meaning of the unknown as the size of the group in division.		Materials <ul style="list-style-type: none"> 18 counters (e.g., checkers, pennies, dry beans, cereal) 	
Items to share with families in advance of the lesson: <ul style="list-style-type: none"> Links: Lesson 4 Daily Video, Student Edition (SE) Lesson 4 Materials list Assignment: After watching the video, complete Problems 4, 8, and 9 from the Problem Set. <p>Note: Students should work on the Problem Set for 10 minutes and should try to complete as many of the assigned problems as they can. Optionally, provide additional suggestions for students who finish in less than 10 minutes.</p>			
Remote Learning Recommendations			
	Pacing	Activity	Notes
Asynchronous	15–20 minutes	Daily Video	Ideally, students should watch the video and complete the assignment 1 or 2 days before the synchronous meeting for this lesson. Video description: <ul style="list-style-type: none"> Introduces division by applying the concept of fair-share to a group of objects Analyzes a picture to write a division sentence in which the solution tells the size of the group Analyzes equations for the meaning of the solution and represents the equation with a drawing
	10 minutes	Assignment	The video asks students to complete Problems 4, 8, and 9 from the Problem Set. Consider encouraging students to complete additional problems if they finish in less than 10 minutes.
Synchronous (Virtual or In Person)	2–10 minutes	Welcome	Consider kicking off the year with an icebreaker activity designed for you and the students to get to know one another.
	5 minutes	Recommendations for Synchronous Learning	Demonstrate where to find links and assignments for each day’s lesson. Practice using the features of your meeting platform: <ul style="list-style-type: none"> Mute and unmute the microphone on your device. Hold a piece of paper up to the camera and make sure it is visible to everyone. Establish virtual classroom rules and engagement practices: <ul style="list-style-type: none"> Show students how to snap their fingers in front of the camera to show they agree with something a peer says. Instruct students to raise their hands in front of the camera when they want to share. Show students how to enter a response to a question in the chat.



In-Person Delivery (Optional) In-Person Delivery	9 minutes	Sprint: Repeated Addition as Multiplication	<p><i>“Let’s review what we learned during Topic A with a Sprint.”</i></p> <p>Follow the Sprint activity Repeated Addition as Multiplication, found in the Teacher Edition (TE) for this lesson.</p>
	3 minutes	Group Counting	<p><i>“Let’s do some group counting.”</i></p> <p>Follow the Fluency activity Group Counting, found in the TE for this lesson.</p>
Synchronous (Virtual or In Person)	2 minutes	Focus of Today’s Lesson	<p>Use counters to show the fair-share strategy of going back and forth until there are no more counters to distribute.</p> <p><i>“In the video for Lesson 4, we analyzed equations to understand the meaning of the solution and represented each equation with a drawing. Let’s continue thinking about what we learned in the video.”</i></p>
	10 minutes	Application Problem	<p>Present the Application Problem from the SE, either under the document camera or by screen sharing the PDF of the page or the Topic Facilitation slides.</p> <p>Use guided practice and the Read–Draw–Write process and have students record their work in their books, on a clean sheet of paper, or by using the annotation features of the fillable PDF. Refer to the TE for additional notes on facilitation.</p>
	7 minutes	Student Debrief	<p>The Student Debrief is intended to invite reflection and active processing of the total lesson experience. Refer to the TE for additional notes on facilitation.</p> <p>Share the Topic Facilitation slides for Lesson 4 as you lead the debrief.</p> <p><i>“How are multiplication and division similar? How are they different?” (Connection)</i></p>
	3 minutes	Exit Ticket	<p>Assign the Exit Ticket to be completed and submitted either while in the meeting or asynchronously after the meeting.</p> <p>For guidance on using Exit Tickets to connect between lessons, visit the TEKS Teacher Resource Page.</p>