



Grade 3 Module 1

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

Lesson 12: Interpret the Quotient

Objective Interpret the quotient as the number of groups or the number of objects in each group using units of 2.	Materials <ul style="list-style-type: none"> • Writing instrument
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Items to share with families in advance of the lesson:

- Links: Lesson 12 Daily Video, Student Edition (SE) Lesson 12
- Materials list
- Assignment: After watching the video, complete Problems 4–6 from the Problem Set.
- 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.

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"> • Models a division scenario where the unknown represents the number of objects in each group • Models a division scenario where the unknown represents the number of groups • Explores why a pair of division sentences can be the same, but their strip diagrams look different
	10 minutes	Assignment	The video asks students to complete Problems 4–6 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 using a routine designed to welcome students into the learning environment.
	2 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)	8 minutes	Multiply by 3 Pattern Sheet	Follow the Fluency activity Multiply by 3 Pattern Sheet, found in the Teacher Edition (TE) for this lesson. <i>“Let’s skip-count by threes to solve some multiplication facts. We will use our fingers to track.”</i>



	2 minutes	Divide	Follow the Fluency activity Divide, found in the TE for this lesson. <i>“Let’s practice finding groups in multiplication and division problems.”</i>
Synchronous (Virtual or In Person)	2 minutes	Focus of Today’s Lesson	Show a 4 x 3 array, and then add two more rows to show a total of 6 x 3. <i>“In the video for Lesson 12, we explored division with unknowns and how strip diagrams support our analysis. Let’s continue thinking about what we learned in the video.”</i>
	5 minutes	Application Problem	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. Use independent 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.
	7 minutes	Student Debrief	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. Share the Topic Facilitation slides for Lesson 12 as you lead the debrief. <i>“Explain how you labeled the strip diagram in Problem 4. The number 2 appears in the problem. Where do you see it in the diagram?” (Connection)</i> As you facilitate the debrief, take the opportunity to review and reinforce vocabulary presented in the lesson: bracket .
	3 minutes	Exit Ticket	Assign the Exit Ticket to be completed and submitted either while in the meeting or asynchronously after the meeting.