



Grade 3 Module 1

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

Lesson 13: What Does the Quotient Represent?

Objective Interpret the quotient as the number of groups or the number of objects in each group using units of 3.		Materials <ul style="list-style-type: none"> • Writing instrument 	
Items to share with families in advance of the lesson: <ul style="list-style-type: none"> • Links: Lesson 13 Daily Video, Student Edition (SE) Lesson 13 • Materials list • Assignment: After watching the video, complete Problems 2–4 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	10–15 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"> • Begins with drawing and analyzing a strip diagram to determine the unknown • Practices determining the type of unknown in division problems and representing word problems with strip diagrams • Concludes with creating division word problems for problems represented in given strip diagrams
	10 minutes	Assignment	The video asks students to complete Problems 2–4 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)	9 minutes	Sprint: Multiply or Divide by 2	Follow the Fluency activity Sprint: Multiply or Divide by 2, found in the Teacher Edition (TE) for this lesson. <i>“Let’s engage in a Sprint.”</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 word problems completed in the previous lesson and discuss ideas and examples upon which to model today’s work. <i>“In the video for Lesson 13, we worked with division problems and strip diagrams. Let’s continue thinking about what we learned in the video.”</i> Students may require additional support with this concept. Refer to the Concept Development section found in the TE for this lesson. Following the pictorial problem from the Concept Development, consider giving students additional practice with word problems showing both types of unknowns that can be solved with $21 \div 3$. Consider prompting students who need a challenge in the abstract portion of the lesson to add a second step to their word problems. Have those students assess the reasonableness of one another’s work.
	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 13 as you lead the debrief. <i>“Describe how the model in Problem 2(a) helped you draw a strip diagram in Problem 2(b).” (Sample Solution)</i>
	3 minutes	Exit Ticket	Assign the Exit Ticket to be completed and submitted either while in the meeting or asynchronously after the meeting.