TEKS Cluster: Multiplication and Division of Whole Numbers
TEKS Subcluster: Division of Whole Numbers
Student Expectations: 3.4(H), 3.4(I), 3.4(J) – Connected SEs 3.4(D), 3.4(F), 3.5(D), 3.5(E)
Activities Summary: Students learn the connection between multiplication and division and represent and solve division problems. They also expand their understanding of even and odd to divisibility by 2. Activities may be organized and delivered in two topics: **Even and Odd Numbers** and **Basic Fact Division**.

Activity Title Student Expectations	**Activity Topic**	**Type**			**Delivery**		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Even and Odd Numbers							
Even or Odd? 3.4(I)	**Use Divisibility Rules to Tell if a Number Is Even or Odd** Students build rectangles to tell if numbers are even or odd, explore the divisibility rule for 2. Then they tell if numbers are even or odd and why.	✓	✓		✓		
Basic Fact Division							
Connections 3.4(D), 3.4(F), 3.4(H), 3.5(D)	**Meaning of Multiplication and Division** Students discuss the connection between multiplication and division and choose multiple representations that match a problem situation. This activity is also included in the Multiplication of Whole Numbers subcluster.	✓			✓		
Farmer J's Gardens 3.4(H), 3.4(J), 3.5(D)	**Connect Division to Multiplication** Students make concrete and partition arrays to solve division problems.	✓	✓		✓		
A Problem for Every Division Fact 3.4(H), 3.4(J)	**All the Problems: Division** This activity includes one division problem for every division fact on an individual card. Scaffolding includes three templates: • Equal groups, repeated subtraction, and arrays • Strip diagrams, number lines, and skip counting • Number lines, skip counting, and tables The division problems from this activity may be mixed with the multiplication problems from A Multiplication Problem for Every Fact.		✓	✓		✓	
Equal Groups, Repeated Subtraction, & Arrays 3.4(H), 3.4(J)	**Solve Division Problems** Students solve problems using concrete models, arrays, the number of rows and number in each row and what each represents, pictures, and repeated subtraction.	✓	✓		✓		
Strip Diagrams, Number Lines, and Skip Counting 3.4(H), 3.4(J)	**Solve Division Problems** Students solve problems using strip diagrams, number lines, skip counting, and division and multiplication number sentences.	✓	✓		✓		
Number Lines, Skip Counting, & Tables 3.4(H), 3.4(J), 3.5(E)	**Solve Division Problems** Students solve problems using number lines, skip counting, tables, and division and multiplication number sentences.	✓	✓		✓		