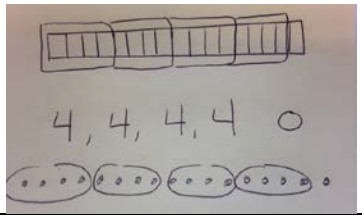
Lesson Title	Stacking Game Division 3.OA.2 Introductory Division Lesson
Common Core Standard	3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.
1. Shared event: What might be the introduction to the task and description of the task the students will be experiencing?	Students will be in groups of 3-4 students. Students will be given 20 seconds to stack as many unifix cubes as possible upright in a single stack. Introducing the activity as a 'number experiment" and a chance to "explore numbers" seemed to open the students minds up to observing everything they could about the numbers in this activity. One student from each group will then pull out a card from a stack (Cards will act as divisors and includes numbers 1-5). Students will then break apart their **stacks (using the word stacks was helpful to the students)** into the number of groups indicated on the card drawn (Measurement Model of Division). By doing this each group member will potentially have a different number in each group based on how many unifix cubes were stacked. 1. After they have their stack ask students to talk about what they notice about their stack and their group's stacks, allow students to lead their own discussion. 2. After students have make their smaller stacks ask students again to talk about what they notice the stacks now. These questions set the students up for recording on the 5 step sheet. Students will record each round's work and answers for the entire group on their data sheet. Round 1 - guide students in how to record data Round 2- remind students how to record data Round 3- students are able to do so on their own
2. Picture or model: What types of pictures might you see?	Stacking cubes, drawing cards from deck, breaking apart cubes, making groups
3. People-talk: What do we think students are going to say about the shared experience?	Stacking cubes as fast as you can Breaking cubes apart into groups based on the number on the drawn card Different amount of cubes in groups Recording their work
4. Feature-talk: What terms, ideas, comments, do you think the students will	Cubes Divide Stacking Add Fast Left Over Timed

bring out and what are the mathematical ideas you hope to flush out?	Groups Dice
5. Symbolic representation: What are some possible symbolic representations that may result from the feature talk?	
Materials needed: Data Sheet https://docs.google.com/presentation/d/1zKYynEZuN9sE5Gu80qTn-C23mLJVhfqpS1YXHzC32zQ/edit#slide=id.p Unifix Cubes (approx 35 each student) Number Cards with digits 1-5 Optional: timer	

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