Overview of My Unit

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<th>Materials</th>
<th>Assessment Methods</th>
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<td>Interactive math notebooks</td>
<td>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</td>
</tr>
<tr>
<td>How are multiplication and division related?</td>
<td>Smart Board</td>
<td>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</td>
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<tr>
<td>When would you use division when you are among friends?</td>
<td>Problem of the Day Packet</td>
<td>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</td>
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<td>How can you use repeated subtraction to show division?</td>
<td>Word Problem Packet # 2</td>
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<td>What is a remainder?</td>
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<td>How can you use models to solve a division problem?</td>
<td>Multiplication Practice Log</td>
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<td>Word Problem Math Test</td>
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<td>Long Division Test</td>
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</table>

Standards
CC_Common Core State Standards - Mathematics (2010) - Grade 4
Division & Word Problems
Grade 4 Math Grade 4 - Math
Start Date: January 20, 2014
End Date : March 14, 2014

Domain 4.OA Operations and Algebraic Thinking
Cluster Statement Use the four operations with whole numbers to solve problems.
Standard 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret \( 35 = 5 \times 7 \) as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
Standard 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
Standard 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Cluster Statement Gain familiarity with factors and multiples.
Standard 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
Cluster Statement Generate and analyze patterns.
Standard 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Domain 4.NBT Number and Operations in Base Ten
Cluster Statement Generalize place value understanding for multi-digit whole numbers.
Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
Standard 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Standard 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.
Cluster Statement Use place value understanding and properties of operations to perform multi-digit arithmetic.
Standard 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
Standard 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Standard 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Division

<table>
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<tr>
<th>Content</th>
<th>Skills</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
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<td>A. Understanding division</td>
<td>A. Understanding division</td>
<td>Division Quiz-</td>
</tr>
<tr>
<td>B. Long Division - 1 Step (1-2 digit dividends)- No</td>
<td>1. repeated subtraction</td>
<td>Division Stories Project-</td>
</tr>
<tr>
<td>Remainers</td>
<td>2. relationship between multiplication and division</td>
<td></td>
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<tr>
<td>C. Long Division - 2 Steps (2-3 digit dividends) - No</td>
<td>3. vocabulary</td>
<td>Graphic Organizer-</td>
</tr>
<tr>
<td>Remainers</td>
<td></td>
<td>Homework - Division Worksheet # 2 ( 1 step division with NO</td>
</tr>
<tr>
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<td>remainders)-</td>
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<tr>
<td>Remainers</td>
<td></td>
<td>Homework - Division Worksheet #5 ( 1 step division with</td>
</tr>
<tr>
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<td>remainders)-</td>
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</tbody>
</table>
E. Long Division - 3-4 steps (3 digit dividends) No Remainders
F. Long Division - 1 Step - With Remainders
G. Long Division - 2 Steps (2-3 digit dividends) - With Remainders
H. Long Division - 3 Steps (3 digit dividends) - With Remainders
I. Long Division - 3-4 Steps (4 digit dividends) - With Remainders
J. Word Problems

2. Using Standard Algorithm
3. Using Arrays
4. Creating Division Stories

C. Long Division - 2 Steps (2-3 digit dividends) - No Remainders
1. Using Touch Math
2. Using the Standard Algorithm
3. Using Arrays
4. Creating Division Stories

D. Long Division - 3-4 steps (3-4 digit dividends) No Remainders
1. Using Touch Math
2. Using the Standard Algorithm
3. Using Arrays
4. Creating Division Stories

E. Long Division - 3-4 steps (3 digit dividends) No Remainders
1. Using Touch Math
2. Using the Standard Algorithm
3. Using Arrays
4. Creating Division Stories

F. Long Division - 1 Step - With Remainders
1. Using Touch Math
2. Standard Algorithm
3. Using Arrays
4. Using Division Stories

G. Long Division - 2 Steps (2-3 digit dividends) - With Remainders
1. Using Touch Math
2. Using Standard Algorithm
3. Using Arrays
4. Creating Division Stories

H. Long Division - 3 Steps (3 digit dividends) - With Remainders
1. Using Touch Math
2. Using Standard Algorithm
3. Using Arrays

Homework - Division Worksheet # 6 (1 step division with remainders)
Homework - Division WS # 5
Homework - Division WS # 6
Homework - Multiplication Practice Log
Homework - Word Problems Packet # 2
Homework - Word Problems Packet # 3
Homework Division WS # 7
Homework WS # 4
Test - Long Division
Test - Mid-Year Review Test
Test - Word Problems
4. Creating Division Stories

I. Long Division - 3-4 Steps (4 digit dividends) - With Remainders
   1. Using Touch Math
   2. Using Standard Algorithm
   3. Using Arrays
   4. Creating Division Stories

J. Word Problems
Daily Focus: What is the focus of my lesson today?

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<th>Content Focus</th>
<th>Language Focus</th>
<th>Materials</th>
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<td>Differentiation - Below-level</td>
<td>Lesson Reflection</td>
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Standards

CC_Common Core State Standards - Mathematics (2010) - Grade 4

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Cluster Statement Use the four operations with whole numbers to solve problems.

Standard 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

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Cluster Statement Gain familiarity with factors and multiples.

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Cluster Statement Generate and analyze patterns.

Standard 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Domain 4.NBT Number and Operations in Base Ten

Cluster Statement Generalize place value understanding for multi-digit whole numbers.

Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

Standard 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

Standard 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

Cluster Statement Use place value understanding and properties of operations to perform multi-digit arithmetic.

Standard 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Standard 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
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**Daily Focus: What is the focus of my lesson today?**

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<tr>
<td>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</td>
<td>Learners will discuss what it means to divide with peers and will be encouraged to use math vocabulary within the discussion.</td>
<td>Interactive math notebooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Smart Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem of the Day Packet</td>
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<tr>
<td></td>
<td></td>
<td>Word Problem Packet #2</td>
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<td></td>
<td></td>
<td>Multiplication Practice Log</td>
</tr>
</tbody>
</table>

**Assessment Methods**
- ✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

**Daily Academic Vocabulary**
- dividend
- divisor
- division (repeated subtraction)
- quotient
- remainder

**Minilesson: Teaching Point and Demonstration**

**Teaching Point:** Today, learners will be introduced to the concept of division.

**Demonstration:** Teacher will pose a question to students: **When would you use division when you are among friends?**

**Minilesson: Active Engagement and Link**

Learners will be given time to answer the question in groups and share with the class.

**Problem of the Day:** Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems

**Minilesson: Connection**

**Independent Work**

No independent work will be completed today.

**Independent Classwork:**

Word Problem #18
Multiplication Practice Log

**Differentiation - Below-level**

Learners will work in small group, receive additional support, increased 1:1

**Differentiation - Above Level**

Learners will work on solving more complicated activities to stretch their thinking.

**Differentiation - On-level**

Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.

**Lesson Reflection**

1/2 day due to snow...lesson above was moved
teacher/student interaction, use of manipulatives.

When additional time is available:
- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable

Special Education Teacher:
Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

**Standards**

**CC_Common Core State Standards - Mathematics (2010) - Grade 4**

**Domain 4.OA Operations and Algebraic Thinking**

Cluster Statement: Use the four operations with whole numbers to solve problems.
- **Standard 4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret \(35 = 5 \times 7\) as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- **Standard 4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
- **Standard 4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Cluster Statement: Gain familiarity with factors and multiples.
- **Standard 4.OA.4** Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Cluster Statement: Generate and analyze patterns.
- **Standard 4.OA.5** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
Domain 4.NBT Number and Operations in Base Ten
Cluster Statement: Generalize place value understanding for multi-digit whole numbers.
Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
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Standard 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.
Cluster Statement: Use place value understanding and properties of operations to perform multi-digit arithmetic.
Standard 4.NBT.4 Fluently add and subtract multi-digit whole numbers using strategies based on place value and properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
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**Division**

**Content**
A. Understanding division

**Skills**
A. Understanding division
1. repeated subtraction
2. relationship between multiplication and division

**Assessment**
Homework - Multiplication Practice Log-
Homework - Word Problems Packet # 2-
**Daily Focus: What is the focus of my lesson today?**

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<tr>
<td>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</td>
<td>Learners will discuss division vocabulary throughout the lesson. Learners will listen and write notes about division concepts.</td>
<td>Interactive math notebooks Smart Board Problem of the Day Packet Word Problem Packet #2 Multiplication Practice Log</td>
</tr>
</tbody>
</table>

**Assessment Methods**
- Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

**Daily Academic Vocabulary**
- **Dividend**
- **Divisor**
- **Division (repeated subtraction)**
- **Quotient**
- **Remainder**

**Minilesson: Teaching Point and Demonstration**

**Teaching Point:** Today, learners will be introduced to the vocabulary associated with division.

**Demonstration:** Teacher will give learners notes using the Smart Board or Elmo document camera. Teacher will discuss vocabulary and introduce division touch math statement. Teacher will introduce the acronym: "Does McDonalds Serve CheeseBurgers?"

**Minilesson: Active Engagement and Link**

Learners will be taking notes on division concepts, vocabulary, division touch math statement, and the acronym: **Does McDonalds Serve CheeseBurgers?**

**Divide Multiply Subtract Check Bring Down**

If time allows, teacher will model the new concepts and allow the learners to practice.

**Projects**

**Differentiation - Above Level**

Learners will work on solving more complicated activities to stretch their thinking.

**Differentiation - On-level**

Learners will complete on-level practice of current activity until proficient. Learners may
Differentiation - Below-level
Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

When additional time is available:
- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable

Special Education Teacher:
Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

Lesson Reflection
Lesson moved due to snow day ...no school

work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.

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Division

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<th>Assessment</th>
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<tbody>
<tr>
<td>A. Understanding division</td>
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<td>Homework - Multiplication Practice Log-</td>
</tr>
<tr>
<td></td>
<td>1. repeated subtraction</td>
<td>Homework - Word Problems Packet # 2-</td>
</tr>
<tr>
<td></td>
<td>2. relationship between multiplication and division</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. vocabulary</td>
<td></td>
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</table>

Division & Word Problems - Page 12 of 149
**Daily Focus: What is the focus of my lesson today?**

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<td>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</td>
<td>Learners will discuss the relationship between division and multiplication. Learners will incorporate math vocabulary into their discussions.</td>
<td>Interactive math notebooks Smart Board Problem of the Day Packet Word Problem Packet #2 Multiplication Practice Log</td>
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**Assessment Methods**
- ✔ Constructed Response (Timelines, Maps, Graphs, Cartoons)
- ✔ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

**Daily Academic Vocabulary**
- dividend
- divisor
- division (repeated subtraction)
- quotient
- remainder

**Minilesson: Teaching Point and Demonstration**

**Teaching Point:** Today, learners will be introduced to the standard algorithm for solving basic long division with no remainders. Learners will start to see the relationship between multiplication and division.

**Demonstration:** Teacher will review vocabulary and introduce/review division touch math statement. Teacher will introduce/review the acronym: "Does McDonalds Serve CheeseBurgers"

**Minilesson: Active Engagement and Link**
Teacher will model how to use the Touch Math Division Statement, Skip Counting and the acronym: **Does McDonalds Serve CheeseBurgers?**

**Divide Multiply Subtract Check Bring Down**
To solve basic long division problem with no remainders. Once a basic understanding is reached, teacher will give a problem, students will practice, whole class will immediately review for understanding/accuracy. This will be a repeated process for multiple problems.

**Independent Work**

**Independent Classwork:**
Possibly worksheet #1, depending on the level of understanding achieved by students.

**Problem of the Day: ** Review of subtraction, 2 by 2 multiplication, rounding, factors, word problems

**How does multiplication help use to understand division?**

**How are multiplication and division related?**

**Homework:**
Word Problem #22
Multiplication Practice Log
This process may take 1 or 2 lessons.

<table>
<thead>
<tr>
<th>Projects</th>
<th>Differentiation - Above Level</th>
<th>Differentiation - On-level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners will work on solving more complicated activities to stretch their thinking.</td>
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Differentiation - Below-level
Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

When additional time is available:
- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
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Standard 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Cluster Statement Gain familiarity with factors and multiples.

Standard 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Cluster Statement Generate and analyze patterns.

Standard 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Domain 4.NBT Number and Operations in Base Ten

Cluster Statement Generalize place value understanding for multi-digit whole numbers.

Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

Standard 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

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Cluster Statement Use place value understanding and properties of operations to perform multi-digit arithmetic.

Standard 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Standard 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Standard 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Division

Content
A. Understanding division
B. Long Division - 1 Step (1-2 digit dividends)- No Remainders

Skills
A. Understanding division
   2. relationship between multiplication and division
B. Long Division - 1 Step (1-2 digit dividends)- No Remainders
   1. Using Touch Math

Assessment
Homework - Multiplication Practice Log
Homework - Word Problems Packet # 2-
Daily Focus: What is the focus of my lesson today?

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</tr>
<tr>
<td><strong>Assessment Methods</strong></td>
<td></td>
<td>Smart Board</td>
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<tr>
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<td></td>
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<td></td>
<td>division (repeated subtraction)</td>
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</tr>
<tr>
<td></td>
<td>quotient</td>
<td></td>
</tr>
<tr>
<td></td>
<td>remainder</td>
<td></td>
</tr>
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</table>

Minilesson: Teaching Point and Demonstration

**Teaching Point:** Today, learners will be introduced to the standard algorithm for solving basic long division with no remainders. Learners will start to see the relationship between multiplication and division.

**Demonstration:** Teacher will review vocabulary and introduce/review division touch math statement. Teacher will introduce/review the acronym: "Does McDonalds Serve CheeseBurgers" to solve basic long division problem with no remainders. Once a basic understanding is reached, teacher will give a problem, students will practice, whole class will immediately review for understanding/accuracy. This will be a repeated process for multiple problems. This process may take 1 or 2 lessons.

**Problem of the Day:** Review of subtraction, 2 by 2 multiplication, rounding, factors, word problems

**How does multiplication help us to understand division?**

**How are multiplication and division related?**

Independent Work

**Independent Classwork:** Possibly worksheet #1, depending on the level of understanding achieved by students.

**Homework:** Word Problem #

Multiplication Practice Log

Differentiation - Above Level

Differentiation - On-level
**Friday January 24, 2014 - Division & Word Problems**

Grade 4 Math  Grade 4 - Math

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<th>Learners will work on solving more complicated activities to stretch their thinking.</th>
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**Differentiation - Below-level**

Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

When additional time is available:
- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable

Special Education Teacher:
Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

**Standards**

**CC_Common Core State Standards - Mathematics (2010) - Grade 4**

**Domain 4.OA Operations and Algebraic Thinking**

**Cluster Statement** Use the four operations with whole numbers to solve problems.

**Standard 4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret \(35 = 5 \times 7\) as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
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Standard 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Cluster Statement Gain familiarity with factors and multiples.
Standard 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Cluster Statement Generate and analyze patterns.
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Domain 4.NBT Number and Operations in Base Ten
Cluster Statement Generalize place value understanding for multi-digit whole numbers.
Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
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Cluster Statement Use place value understanding and properties of operations to perform multi-digit arithmetic.
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### Division

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<tr>
<td></td>
<td>1. Using Touch Math</td>
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Division & Word Problems - Page 18 of 149
Daily Focus: What is the focus of my lesson today?

### Content Objectives
Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.

### Language Objectives
Learners will discuss the relationship between division and multiplication. Learners will incorporate math vocabulary into their discussions.

### Assessment Methods
- ✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)
- ✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

### Daily Academic Vocabulary
- **dividend**
- **divisor**
- **division (repeated subtraction)**
- **quotient**
- **remainder**

### Minilesson: Teaching Point and Demonstration
**Teaching Point:** Today, learners will be reviewing and practicing using the standard algorithm for solving basic long division with no remainders. Learners will develop an understanding of the relationship between multiplication and division.

**Demonstration:** Teacher will review vocabulary, division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"

### Minilesson: Active Engagement and Link
**Divide Multiply Subtract Check Bring Down**

To solve basic long division problem with no remainders. Once a basic understanding is reached, teacher will give a problem, students will practice, whole class will immediately review for understanding/accuracy. This will be a repeated process for multiple problems.

### Materials
- Interactive math notebooks
- Smart Board
- Problem of the Day Packet
- Word Problem Packet # 2
- Multiplication Practice Log

### Problem of the Day: Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems
**How does multiplication help use to understand division?**
**How are multiplication and division related?**

### Independent Work
- **Independent Classwork:** Worksheet 1 or 2 depending on the previous day

### Homework:
- Word Problem # 31, 23
- Multiplication Practice Log
- Worksheet #
This process may take 1 or 2 lessons.

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<th>Differentiation - On-level</th>
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**Differentiation - Below-level**
Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

When additional time is available:
- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable

Special Education Teacher:
Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

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Standard 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

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Cluster Statement Gain familiarity with factors and multiples.

Standard 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Cluster Statement Generate and analyze patterns.

Standard 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Domain 4.NBT Number and Operations in Base Ten

Cluster Statement Generalize place value understanding for multi-digit whole numbers.

Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

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<td>Warm Up: Problem of the Day - review subtraction, 2by2 multiplication, factors, rounding, word problems</td>
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### Minilesson: Teaching Point and Demonstration

**Teaching Point:** Review word problem strategies

**Demonstration:** Review Picture graph, determining operation

### Minilesson: Active Engagement and Link

**Learners will review/practice solving word problems and determining the operation.**

### Independent Work

**Group Work -** Learners will work on solving word problems involving picture graphs and determining operations.

**Homework -**

Word Problem Packet #
Math Practice Log

### Projects

**Differentiation - Above Level**

Learners will work on solving more complicated activities to stretch their thinking.

**Differentiation - On-level**

Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.

**Differentiation - Below-level**

Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

**Lesson Reflection**

DCAS Review
When additional time is available:
- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable

Special Education Teacher:
Will work in small group, they will receive
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- [x] Constructed Response (Timelines, Maps, Graphs, Cartoons)
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#### Minilesson: Teaching Point and Demonstration

**Teaching Point:** Review word problem strategies

**Demonstration:** Review Picture graph, determining operation

#### Minilesson: Connection

**Warm Up:** Problem of the Day - review subtraction, 2by2 multiplication, factors, rounding, word problems

#### Independent Work

**Group Work** - Learners will work on solving word problems involving picture graphs and determining operations.

**Homework** - Word Problem Packet #
Math Practice Log

#### Differentiation - Above Level

Learners will work on solving more complicated activities to stretch their thinking.

#### Differentiation - On-level

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#### Lesson Reflection

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**Standards**

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- **Standard 4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret \(35 = 5 \times 7\) as a statement that \(35\) is \(5\) times as many as \(7\) and \(7\) times as many as \(5\). Represent verbal statements of multiplicative comparisons as multiplication equations.
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Cluster Statement Gain familiarity with factors and multiples.

- **Standard 4.OA.4** Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Cluster Statement Generate and analyze patterns.

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Cluster Statement Use place value understanding and properties of operations to perform multi-digit arithmetic.

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<td>Daily Academic Vocabulary</td>
<td>Minilesson: Connection</td>
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<tr>
<td>Minilesson: Teaching Point and Demonstration</td>
<td>Minilesson: Active Engagement and Link</td>
<td>Independent Work</td>
</tr>
<tr>
<td>Projects</td>
<td>Differentiation - Above Level</td>
<td>Differentiation - On-level</td>
</tr>
<tr>
<td>Differentiation - Below-level</td>
<td>Lesson Reflection</td>
<td>No Math today due to DCAS</td>
</tr>
</tbody>
</table>

Standards

CC_Common Core State Standards - Mathematics (2010) - Grade 4

Domain 4.OA Operations and Algebraic Thinking

Cluster Statement Use the four operations with whole numbers to solve problems.

- Standard 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- Standard 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
- Standard 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Cluster Statement Gain familiarity with factors and multiples.

- Standard 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Cluster Statement Generate and analyze patterns.

- Standard 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Domain 4.NBT Number and Operations in Base Ten

Cluster Statement Generalize place value understanding for multi-digit whole numbers.

- Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
- Standard 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
- Standard 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

Cluster Statement Use place value understanding and properties of operations to perform multi-digit arithmetic.

- Standard 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- Standard 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Standard 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
**Daily Focus: What is the focus of my lesson today?**

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<th>Content Objectives</th>
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</table>
| Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors. | Learners will discuss and record division strategies and findings. Learners will share division ideas with a small group and present findings to the large group. | Interactive math notebooks  
Smart Board  
Problem of the Day Packet  
Word Problem Packet #2  
Multiplication Practice Log  
Square Tiles |

<table>
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<tr>
<th>Assessment Methods</th>
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</table>
| ✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing) | dividend  
divisor  
division (repeated subtraction)  
quotient  
remainder | **Problem of the Day:** Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems |

**Teaching Point:** Today, learners will be introduced to the concept of division through exploration.

**Demonstration:** Teacher gave each group of students 24 tiles to split evenly as many different ways as possible.

**Minilesson: Teaching Point and Demonstration**

**Minilesson: Active Engagement and Link**

| Learners will work in groups of 3-4 students. | Teacher will direct students to:  
- make as many combinations of even groups with the tiles as possible  
- record each total, number of groups, amount in each group, and draw a picture  
- use all 24 tiles each time  
- discuss ideas | **Group Classwork:**  
Learners will discuss and record: the total number of tiles, the number of groups, and the amount in each group, and draw a picture (an array). | **Homework:**  
Word Problem #29 & 31  
Multiplication Practice Log |

**Projects**

<table>
<thead>
<tr>
<th>Differentiation - Above Level</th>
<th>Differentiation - On-level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners will work on solving more complicated activities to stretch their thinking.</td>
<td>Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the</td>
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</table>
**Differentiation - Below-level**

Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

When additional time is available:
- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable

**Special Education Teacher:**
Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

**Standards**
**CC_Common Core State Standards - Mathematics (2010) - Grade 4**
**Domain 4.OA Operations and Algebraic Thinking**
Cluster Statement: Use the four operations with whole numbers to solve problems.
Standard 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
Standard 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
Standard 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Cluster Statement  Gain familiarity with factors and multiples.
Standard 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
Cluster Statement  Generate and analyze patterns.
Standard 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
Domain 4.NBT Number and Operations in Base Ten
Cluster Statement  Generalize place value understanding for multi-digit whole numbers.
Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
Standard 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Standard 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.
Cluster Statement  Use place value understanding and properties of operations to perform multi-digit arithmetic.
Standard 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
Standard 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Standard 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Division

Content
A. Understanding division
F. Long Division - 1 Step - With Remainders
J. Word Problems

Skills
A. Understanding division
1. repeated subtraction
2. relationship between multiplication and division
3. vocabulary
F. Long Division - 1 Step - With Remainders
3. Using Arrays
J. Word Problems

Assessment
Homework - Multiplication Practice Log-
Homework - Word Problems Packet # 2-
**Monday February 03, 2014 - Division & Word Problems**

**Grade 4 Math**  
**Grade 4 - Math**

### Daily Focus: What is the focus of my lesson today?

**Content Objectives**
Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.

**Assessment Methods**
- Constructed Response (Timelines, Maps, Graphs, Cartoons)
- Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)
- Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

**Language Objectives**

**Daily Academic Vocabulary**
- dividend
- divisor
- division (repeated subtraction)
- quotient
- remainder

### Minilesson: Teaching Point and Demonstration

**Teaching Point:** Today, learners will be learning the necessary vocabulary associated with division: dividend, divisor, division, quotient. Teacher will introduce division touch math statement.

**Demonstration:** Teacher will introduce vocabulary and division touch math statement.

### Projects

**Differentiation - Below-level**
Learners will work in small group, receive

**Differentiation - Above Level**
Learners will work on solving more complicated activities to stretch their thinking.

**Differentiation - On-level**
Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.

### Materials
- Interactive math notebooks
- Smart Board

### Review Homework:
Word Problems #29 & 32

### Independent Classwork:
- Learners will take notes.
- Word Problem #33
- Multiplication Practice Log

### Lesson Reflection
additional support, increased 1:1
teacher/student interaction, use of
manipulatives.

When additional time is available:
- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable

Special Education Teacher:
Will work in small group, they will receive
additional support, increased 1:1
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Standards
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Domain 4.NBT Number and Operations in Base Ten

Cluster Statement Generalize place value understanding for multi-digit whole numbers.

Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

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Cluster Statement Use place value understanding and properties of operations to perform multi-digit arithmetic.

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### Division

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<tr>
<th>Content</th>
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<th>Assessment</th>
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<tbody>
<tr>
<td>A. Understanding division</td>
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<td></td>
</tr>
<tr>
<td>B. Long Division - 1 Step (1-2 digit dividends)- No</td>
<td>2. relationship between multiplication and division</td>
<td></td>
</tr>
<tr>
<td>Remainders</td>
<td>3. vocabulary</td>
<td></td>
</tr>
<tr>
<td>J. Word Problems</td>
<td>B. Long Division - 1 Step (1-2 digit dividends)- No</td>
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</tr>
<tr>
<td></td>
<td>1. Using Touch Math</td>
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<td></td>
<td>J. Word Problems</td>
<td></td>
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</tbody>
</table>

Division & Word Problems - Page 37 of 149
Daily Focus: What is the focus of my lesson today?

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<td>Projects</td>
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<td>Differentiation - Below-level</td>
<td>Lesson Reflection</td>
<td>No School - Snow Day</td>
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<td>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</td>
<td>Learners will need to state and repeat the touch math division statement. Learners will need to communicate using the math vocabulary.</td>
<td>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons) ✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity) ✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</td>
<td>Interactive math notebooks Smart Board Problem of the Day Packet Word Problem Packet # 2 Multiplication Practice Log</td>
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**Assessment Methods**

- ✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)
- ✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)
- ✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

**Minilesson: Teaching Point and Demonstration**

**Teaching Point:** Today, learners will be learning the necessary vocabulary associated with division: dividend, divisor, division, quotient. Teacher will introduce division touch math statement.

**Demonstration:** Teacher will introduce vocabulary and division touch math statement.

**Minilesson: Active Engagement and Link**

Teacher will use the Smart Notebook: Beginning Division to introduce vocabulary and division touch math statement: I skip count by the divisor and get as close to the dividend as possible without going over the dividend.

Learners will take vocabulary notes.

Teacher and learners will engage in open discussion about terms, division, relationship between multiplication and division.

**Projects**

**Differentiation - Above Level**

Learners will work on solving more

**Differentiation - On-level**

Learners will complete on-level practice of

---

**Problem of the Day:** Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems

**Review Homework:** Word Problems # 29 & 32

**Independent Work**

**Independent Classwork:**

Learners will take notes.

**Homework:**

Word Problem # 33
Multiplication Practice Log
Michele Burris  
Michele.Burris@laaa.k12.de.us  
Tuesday February 04, 2014 - Division & Word Problems  
Grade 4 Math   Grade 4 - Math

<table>
<thead>
<tr>
<th>complicated activities to stretch their thinking.</th>
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<td>Learners will work in small group, receive</td>
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<tr>
<td>additional support, increased 1:1</td>
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<td>teacher/student interaction, use of manipulatives.</td>
<td></td>
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<tr>
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<td></td>
</tr>
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Division

Content
A. Understanding division
B. Long Division - 1 Step (1-2 digit dividends) - No Remainders
J. Word Problems

Skills
A. Understanding division
2. Relationship between multiplication and division
3. Vocabulary
B. Long Division - 1 Step (1-2 digit dividends) - No Remainders
1. Using Touch Math
J. Word Problems

Assessment
Homework - Multiplication Practice Log-
Homework - Word Problems Packet # 2-
### Daily Focus: What is the focus of my lesson today?

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<td>Interactive math notebooks Smart Board Interactive math notebooks Smart Board Problem of the Day Packet Word Problem Packet #2 Multiplication Practice Log Division WS #1 &amp; 2</td>
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### Assessment Methods
- ✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)
- ✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)
- ✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

### Daily Academic Vocabulary
- dividend
- divisor
- division (repeated subtraction)
- quotient
- remainder

### Minilesson: Teaching Point and Demonstration

**Teaching Point:** Today, learners will be reviewing division vocabulary and applying the division touch math statement. Learners will begin to see the connection between division and multiplication. Learners will use multiplication to solve basic long division problems one step, no remainders.

### Minilesson: Active Engagement and Link

Teacher will use the Smart Notebook: Beginning Division to review vocabulary and demonstrate how to use the division touch math statement to solve basic long division problems: one step, no remainders.

Learners practiced division skills using white boards and completed the problems along with...
Demonstration: Teacher will review vocabulary and demonstrate using the division touch math statement to solve division problems.

<table>
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<td>Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</td>
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</table>

Diverse Learning Needs:

- When additional time is available:
  - practice basic computation skills
  - additional practice with the current activity
  - expanding on current activity
  - IXL for computation or repeated skill practice

Lesson Reflection:
Having the students create the stories as they do the problems, helped them get familiar with what each part of the division problem was saying. Also, having them repeat the Touch Math Division statement as we worked through each step of the problems was very beneficial in learning the vocabulary words.
- problem solving practice
- any additional practice that is needed and suitable

Special Education Teacher:
Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

Standards

CC_Common Core State Standards - Mathematics (2010) - Grade 4
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Standard 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
Standard 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
Standard 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Cluster Statement Gain familiarity with factors and multiples.
Standard 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
Cluster Statement Generate and analyze patterns.
Standard 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
Domain 4.NBT Number and Operations in Base Ten
Cluster Statement Generalize place value understanding for multi-digit whole numbers.
Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
Standard 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Standard 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.
Cluster Statement Use place value understanding and properties of operations to perform multi-digit arithmetic.
Standard 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
Standard 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Standard 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations,
and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

**Division**

<table>
<thead>
<tr>
<th>Content</th>
<th>Skills</th>
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</thead>
<tbody>
<tr>
<td>A. Understanding division</td>
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<td>Homework - Division Worksheet #2 (1 step division with NO remainders)</td>
</tr>
<tr>
<td>B. Long Division - 1 Step (1-2 digit dividends)- No Remainders</td>
<td>2. relationship between multiplication and division</td>
<td>Homework - Multiplication Practice Log-</td>
</tr>
<tr>
<td>J. Word Problems</td>
<td>3. vocabulary</td>
<td>Homework - Word Problems Packet #2-</td>
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<td></td>
<td>B. Long Division - 1 Step (1-2 digit dividends)- No Remainders</td>
<td></td>
</tr>
</tbody>
</table>
**Michele Burris**  
Michele.Burris@laaa.k12.de.us  
**Thursday February 06, 2014 - Division & Word Problems**  
Grade 4 Math  
Grade 4 - Math

### Daily Focus: What is the focus of my lesson today?

<table>
<thead>
<tr>
<th>Content Objectives</th>
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</thead>
</table>
| Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors. | Learners will need to state and repeat the touch math division statement.  
Learners will need to communicate using the math vocabulary.  
Learners will create written division stories and verbally share them with the class.  
Learners will discuss and interpret remainders. | Interactive math notebooks  
Smart Board  
Problem of the Day Packet  
Word Problem Packet #2  
Multiplication Practice Log  
Division WS #6  
Division WS #7 |

### Assessment Methods

- ✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)
- ✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)
- ✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

### Daily Academic Vocabulary

- dividend
- divisor
- division (repeated subtraction)
- quotient
- remainder

### Minilesson: Teaching Point and Demonstration

**Teaching Point:** Today, learners will be reviewing division vocabulary and applying the division touch math statement. Learners will continue to see the connection between division and multiplication. Learners will use multiplication to **solve basic long division**

### Minilesson: Active Engagement and Link

**Teacher will use the Smart Notebook:** Beginning Division to review vocabulary and demonstrate/review how to use the division touch math statement to solve basic one step long division problems **WITH** remainders.

### Problem of the Day:

**Review Homework:** Word Problems # 35 & Division WS # 2

### EQ's

- How can creating stories help me to understand division?  
- How can multiplication help me with division?

### Independent Work

**Independent Classwork:** Division Worksheet #7 and create division stories from the worksheet. Use these stories for the Division Story Project.

### Homework:
**Thursday February 06, 2014 - Division & Word Problems**

**Grade 4 Math**

| problems: one step WITH remainders. | Learners will practice division skills using worksheets. Learners will also **create written stories** and share with the class explaining what the problems was saying. For example \( 17 \div 3 = 5 \); I have 17 erasers and I wanted to share the erasers equally among my 3 friends so each of my friends would receive 5 erasers and I will have 2 left over that I will keep for myself. | Complete Review Word Problem Packet
Division Worksheet #6
Multiplication Practice Log |
|---|---|---|
| **Demonstration:** Teacher will review vocabulary and demonstrate/review using the division touch math statement to solve division problems. | Projects
Students will be working on Division Stories Project. | Differentiation - Above Level
Learners will work on solving more complicated activities to stretch their thinking. |
| **Differentiation - Below-level**
Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives. | Differentiation - On-level
Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual students needs. | **Lesson Reflection**
**RTI - Tier 3 Reflection**
Learners were completing the warm up and the review, but we were not able to get past that in a 45 minute session. They were struggling with place value, expanded form, word from, standard form, reading numbers and subtraction. I decided to give them a pre assesment on all the above topics including multiplication so that I can better address their educational needs. Based on the results of the assessments I will re-teach the skills and then have them practice. |
| When additional time is available:
- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable | **Burris HR** |
Special Education Teacher:
Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

Did well with the lesson today and was able to create accurate and creative division stories.

**Castiglione HR**
Did well with solving the problems using the Touch Math Division Statement, but had difficulties with creating division stories. They will need further review on the concepts. Manipulatives will also be used to add the assistance of a visual aid.

**Standards**

**CC_Common Core State Standards - Mathematics (2010) - Grade 4**

**Domain 4.OA Operations and Algebraic Thinking**

**Cluster Statement** Use the four operations with whole numbers to solve problems.

- **Standard 4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- **Standard 4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
- **Standard 4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

**Cluster Statement** Gain familiarity with factors and multiples.

- **Standard 4.OA.4** Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

**Cluster Statement** Generate and analyze patterns.

- **Standard 4.OA.5** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

**Domain 4.NBT Number and Operations in Base Ten**

**Cluster Statement** Generalize place value understanding for multi-digit whole numbers.

- **Standard 4.NBT.1** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
- **Standard 4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
- **Standard 4.NBT.3** Use place value understanding to round multi-digit whole numbers to any place.

**Cluster Statement** Use place value understanding and properties of operations to perform multi-digit arithmetic.

- **Standard 4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- **Standard 4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Thursday February 06, 2014 - Division & Word Problems

Standard 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

### Division

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<tbody>
<tr>
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<td>Division Stories Project-</td>
</tr>
<tr>
<td>B. Long Division - 1 Step (1-2 digit dividends) - No Remainders</td>
<td>2. relationship between multiplication and division</td>
<td>Homework - Division Worksheet # 6 (1 step division with remainders)-</td>
</tr>
<tr>
<td>J. Word Problems</td>
<td>3. vocabulary</td>
<td>Homework - Multiplication Practice Log-</td>
</tr>
<tr>
<td></td>
<td>B. Long Division - 1 Step (1-2 digit dividends) - No Remainders</td>
<td>Homework - Word Problems Packet # 2-</td>
</tr>
<tr>
<td></td>
<td>1. Using Touch Math</td>
<td></td>
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<td></td>
<td>2. Using Standard Algorithm</td>
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<td></td>
<td>3. Using Arrays</td>
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<td></td>
<td>4. Creating Division Stories</td>
<td></td>
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### Daily Focus: What is the focus of my lesson today?

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<td>Learners will need to state and repeat the touch math division statement. Learners will need to communicate using the math vocabulary. Learners will create verbal and written division stories.</td>
<td>Interactive math notebooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Smart Board</td>
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<tr>
<td></td>
<td></td>
<td>Problem of the Day Packet</td>
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<tr>
<td></td>
<td></td>
<td>Word Problem Packet #3</td>
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<tr>
<td></td>
<td></td>
<td>Multiplication Practice Log</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Division WS #8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Daily Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</td>
<td>dividend</td>
</tr>
<tr>
<td>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</td>
<td>divisor</td>
</tr>
<tr>
<td>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</td>
<td>division (repeated subtraction)</td>
</tr>
<tr>
<td></td>
<td>quotient</td>
</tr>
<tr>
<td></td>
<td>remainder</td>
</tr>
</tbody>
</table>

### Problem of the Day: Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems

### Review Homework: Word Problems # 34 & Division WS # 6

Students verbally created division stories as we reviewed the division HW.

### EQ's

- How can creating stories help me to understand division?
- How can multiplication help me with division?

### Independent Classwork: Division Worksheet #7 create a division story for each problem. Use these stories for the division stories project.
multiplication to solve basic long division problems: one step WITH remainders.

**Demonstration:** Teacher will review vocabulary and demonstrate/review using the division touch math statement to solve division problems. Learners will practice creating division stories.

**Homework:**
Word Problem #36 & #37 (Word Problem Packet #3)
Division Worksheet #8 and 2 Division stories
Multiplication Practice Log

**Projects**
Division Stories Project.

**Differentiation - Above Level**
Learners will work on solving more complicated activities to stretch their thinking.

Differentiation - On-level
Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.

Differentiation - Below-level
Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

When additional time is available:
- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable

**Lesson Reflection**
**RTI - Tier 3 Reflection**
Learners were completing the warm up and the review, but we were not able to get past that in a 45 minute session. They were struggling with place value, expanded form, word from, standard form, reading numbers and subtraction. I decided to give them a pre-assessment on all the above topics including multiplication so that I can better address their educational needs. Based on the results of the assessments I will re-teach the skills and then have them practice.

**Burris HR**
Did well with the lesson today and was able to
Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.  

create accurate and creative division stories.  

**Castiglione HR**  
Did well with solving the problems using the Touch Math Division Statement, but had difficulties with creating division stories. They will need further review on the concepts. Manipulatives will also be used to add the assistance of a visual aid.

---

**Standards**

**CC_Common Core State Standards - Mathematics (2010) - Grade 4**

**Domain 4.OA Operations and Algebraic Thinking**

**Cluster Statement** Use the four operations with whole numbers to solve problems.

- **Standard 4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- **Standard 4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
- **Standard 4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

**Cluster Statement** Gain familiarity with factors and multiples.

- **Standard 4.OA.4** Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

**Cluster Statement** Generate and analyze patterns.

- **Standard 4.OA.5** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

**Domain 4.NBT Number and Operations in Base Ten**

**Cluster Statement** Generalize place value understanding for multi-digit whole numbers.

- **Standard 4.NBT.1** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
- **Standard 4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
- **Standard 4.NBT.3** Use place value understanding to round multi-digit whole numbers to any place.

**Cluster Statement** Use place value understanding and properties of operations to perform multi-digit arithmetic.

- **Standard 4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- **Standard 4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- **Standard 4.NBT.6** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations,
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<tr>
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<td>Division Stories Project-</td>
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<td></td>
<td>J. Word Problems</td>
<td>J. Word Problems</td>
<td>Homework - Word Problems Packet #3-</td>
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<tr>
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<td></td>
<td>Division Division WS # 7-</td>
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**Daily Focus: What is the focus of my lesson today?**

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**Assessment Methods**
- ✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)
- ✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)
- ✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

**Daily Academic Vocabulary**
- dividend
- divisor
- division (repeated subtraction)
- quotient
- remainder

**Minilesson: Teaching Point and Demonstration**

**Teaching Point:** Today, learners will be reviewing division vocabulary and applying the division touch math statement. Learners will continue to see the connection between division and multiplication. Learners will use multiplication to **solve basic long division problems: one step WITH remainders.**

**Minilesson: Active Engagement and Link**

Learners will practiced division skills with a worksheet and division stories.

Learners will **division stories** and share with the class explaining what the problems was saying. For example, 17/3 = 5; I have 17 erasers and I wanted to share the erasers

**Problem of the Day:** Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems

**Review Homework:** Word Problems #36 & #37 & Division WS #8 & students division stories.

**EQ's**

- How can creating stories help me to understand division?
- How can multiplication help me with division?

**Independent Work**

**Independent Classwork:**

Division Worksheet #7 create a division story for each problem. Use these stories for the division story project.

Continuation of the activity from Friday.
**Demonstration:** Teacher will review vocabulary and demonstrate/review using the division touch math statement to solve division problems. Learners will practice creating division stories.

<table>
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<th>Projects</th>
<th>Differentiation - Above Level</th>
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<tbody>
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<td>Division Stories Project.</td>
<td>Learners will work on solving more complicated activities to stretch their thinking.</td>
</tr>
</tbody>
</table>

**Homework:**
Word Problem # 41 (Word Problem Packet # 3)
Multiplication Practice Log

**Differentiation - Below-level**
Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

<table>
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<th>When additional time is available:</th>
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<tbody>
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<td>- practice basic computation skills</td>
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<td>- additional practice with the current activity</td>
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<tr>
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</table>

**Lesson Reflection**

**Special Education Teacher:**
Will work in small group, they will receive additional support, increased 1:1
teacher/student interaction, use of manipulatives.

Standards

CC_Common Core State Standards - Mathematics (2010) - Grade 4
Domain 4.OA Operations and Algebraic Thinking
Cluster Statement Use the four operations with whole numbers to solve problems.
Standard 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
Standard 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
Standard 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Cluster Statement Gain familiarity with factors and multiples.
Standard 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
Cluster Statement Generate and analyze patterns.

Domain 4.NBT Number and Operations in Base Ten
Cluster Statement Generalize place value understanding for multi-digit whole numbers.
Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
Standard 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Standard 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.
Cluster Statement Use place value understanding and properties of operations to perform multi-digit arithmetic.
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Division

Content
A. Understanding division
F. Long Division - 1 Step - With Remainders
J. Word Problems

Skills
A. Understanding division
2. Relationship between multiplication and division
3. Vocabulary
F. Long Division - 1 Step - With Remainders
1. Using Touch Math

Assessment
Division Stories Project-
Homework - Multiplication Practice Log-
Homework - Word Problem Packet #3-

Division & Word Problems - Page 57 of 149
2. Standard Algorithm
3. Using Arrays
4. Using Division Stories
J. Word Problems
Daily Focus: What is the focus of my lesson today?

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<th>Content Objectives</th>
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<tr>
<td>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</td>
<td>Learners will discuss the additional steps in the long division process. Learners will need to communicate using the math vocabulary.</td>
<td>Interactive math notebooks Smart Board Problem of the Day Packet Word Problem Packet #3 Multiplication Practice Log Dry Erase White Boards Dry Erases Markers/Erasers</td>
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</table>

Assessment Methods
- ✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)
- ✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)
- ✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

Daily Academic Vocabulary
- dividend
- divisor
- division (repeated subtraction)
- quotient
- remainder

Minilesson: Teaching Point and Demonstration

**Teaching Point:** Today, learners will be introduced to the standard algorithm for **solving long division two steps with no remainders.** Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories to enhance understanding.

Minilesson: Active Engagement and Link
Teacher will use the Smart Notebook: Beginning Division to review & model how to use the Touch Math Division Statement, Skip Counting, and the acronym: Does McDonalds Serve CheeseBurgers?

Divide Multiply Subtract Check Bring Down

Minilesson: Connection

**Problem of the Day:** Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems

**Review Homework:** Word Problems #41, as we review homework we will create verbal division stories.

**How does multiplication help us to understand division?**

**How are multiplication and division related?**

Independent Work

**Independent Classwork:**
Division Worksheet

**Homework:**
Word Problem #44 Division WS Practice (1-3 problems)
Multiplication Practice Log
**Demonstration:** Teacher will review vocabulary and review division touch math statement. Teacher will introduce the acronym: "Does McDonalds Serve CheeseBurgers"

To solve long division problems with **two steps and NO remainders.** Once a basic understanding is reached, teacher will give a problem, students will practice, whole class will immediately review for understanding/accuracy. This will be a repeated process for multiple problems. This process may take 1 or 2 lessons.

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<th>Differentiation - On-level</th>
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<td>Learners will work on solving more complicated activities to stretch their thinking.</td>
<td>Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</td>
<td>Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.</td>
</tr>
</tbody>
</table>

**Differentiation - Below-level**

Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.

**Lesson Reflection**

- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable
Special Education Teacher:
Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

Standards

**CC_Common Core State Standards - Mathematics (2010) - Grade 4**

**Domain 4.OA Operations and Algebraic Thinking**

Cluster Statement Use the four operations with whole numbers to solve problems.

- **Standard 4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that $35$ is $5$ times as many as $7$ and $7$ times as many as $5$. Represent verbal statements of multiplicative comparisons as multiplication equations.

- **Standard 4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

- **Standard 4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Cluster Statement Gain familiarity with factors and multiples.

- **Standard 4.OA.4** Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Cluster Statement Generate and analyze patterns.

- **Standard 4.OA.5** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

**Domain 4.NBT Number and Operations in Base Ten**

Cluster Statement Generalize place value understanding for multi-digit whole numbers.

- **Standard 4.NBT.1** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

- **Standard 4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

- **Standard 4.NBT.3** Use place value understanding to round multi-digit whole numbers to any place.

Cluster Statement Use place value understanding and properties of operations to perform multi-digit arithmetic.

- **Standard 4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.

- **Standard 4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

- **Standard 4.NBT.6** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

---

**Division**

<table>
<thead>
<tr>
<th>Content</th>
<th>Skills</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>A. Understanding division</td>
<td>A. Understanding division</td>
<td>Homework - Multiplication Practice Log</td>
</tr>
</tbody>
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Division & Word Problems - Page 61 of 149
| C. Long Division - 2 Steps (2-3 digit dividends) - No Remainders | 2. relationship between multiplication and division | Homework - Word Problems Packet #3- |
| J. Word Problems | 3. vocabulary |  |
| C. Long Division - 2 Steps (2-3 digit dividends) - No Remainders |  |
| 1. Using Touch Math |  |
| 2. Using the Standard Algorithm |  |
| 3. Using Arrays |  |
| 4. Creating Division Stories |  |
| J. Word Problems |  |
**Daily Focus: What is the focus of my lesson today?**

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<td>Learners will discuss the additional steps in the long division process. Learners will need to communicate using the math vocabulary.</td>
<td>Interactive math notebooks</td>
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<tr>
<td></td>
<td></td>
<td>Smart Board</td>
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<td>Assessment Methods</td>
<td></td>
<td>Problem of the Day Packet</td>
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<td>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</td>
<td>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</td>
<td>Word Problem Packet # 3</td>
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<td>Multiplication Practice Log</td>
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<tr>
<td>Daily Academic Vocabulary</td>
<td></td>
<td>Dry Erase White Boards</td>
</tr>
<tr>
<td>dividend</td>
<td>divisor</td>
<td></td>
</tr>
<tr>
<td>division (repeated subtraction)</td>
<td>quotient</td>
<td></td>
</tr>
<tr>
<td>remainder</td>
<td></td>
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</table>

**Minilesson: Teaching Point and Demonstration**

**Teaching Point:** Today, learners will review the standard algorithm for **solving long division two steps with no remainders**. Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories to enhance understanding.

**Minilesson: Active Engagement and Link**

Teacher will use the Smart Notebook: Beginning Division to review & model how to use the Touch Math Division Statement, Skip Counting, and the acronym: **Does McDonalds Serve CheeseBurgers?**

**Divide Multiply Subtract Check Bring Down**

**Problem of the Day:** Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems

**Review Homework:** Word Problems # 44, as we review homework we will create verbal division stories.

**How does multiplication help us to understand division?**

**How are multiplication and division related?**

**Independent Work**

**Independent Classwork:**

Division Worksheet

**Homework:**

Word Problem # 38
Division WS Practice (1-3 problems)
Multiplication Practice Log
**Demonstration:** Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"

**To solve long division problems with two steps and NO remainders.** Once a basic understanding is reached, teacher will give a problem, students will practice, whole class will immediately review for understanding/accuracy. This will be a repeated process for multiple problems. This process may take 1 or 2 lessons.

**Projects**
- Differentiation - Above Level
  - Learners will work on solving more complicated activities to stretch their thinking.

**Differentiation - Below-level**
- Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

When additional time is available:
- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable

**Differentiation - On-level**
- Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual student needs.

**Lesson Reflection**
Special Education Teacher:
Will work in small group, they will receive
additional support, increased 1:1
teacher/student interaction, use of
manipulatives.

Standards
CC_Common Core State Standards - Mathematics (2010) - Grade 4
Domain 4.OA Operations and Algebraic Thinking
Cluster Statement Use the four operations with whole numbers to solve problems.
Standard 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
Standard 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
Standard 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Cluster Statement Gain familiarity with factors and multiples.
Standard 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
Cluster Statement Generate and analyze patterns.
Standard 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
Domain 4.NBT Number and Operations in Base Ten
Cluster Statement Generalize place value understanding for multi-digit whole numbers.
Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
Standard 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Standard 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.
Cluster Statement Use place value understanding and properties of operations to perform multi-digit arithmetic.
Standard 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
Standard 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Standard 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Division
Content A. Understanding division
Skills A. Understanding division
Assessment Homework - Multiplication Practice Log-
C. Long Division - 2 Steps (2-3 digit dividends) - No Remainders
J. Word Problems

2. relationship between multiplication and division
3. vocabulary
C. Long Division - 2 Steps (2-3 digit dividends) - No Remainders
  1. Using Touch Math
  2. Using the Standard Algorithm
  4. Creating Division Stories
J. Word Problems

Homework - Word Problems Packet #3-
Daily Focus: What is the focus of my lesson today?

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<td>Interactive math notebooks, Smart Board, Problem of the Day Packet, Word Problem Packet # 3, Multiplication Practice Log, Dry Erase White Boards, Dry Erases Markers/Erasers</td>
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Assessment Methods
- Constructed Response (Timelines, Maps, Graphs, Cartoons)
- Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)
- Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

Daily Academic Vocabulary
- dividend
- divisor
- division (repeated subtraction)
- quotient
- remainder

Mini lesson: Teaching Point and Demonstration

**Teaching Point:** Today, learners will be introduced to the standard algorithm for **solving long division three steps with no remainders.** Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories to enhance understanding.

**Demonstration:** Teacher will review

Division & Word Problems - Page 67 of 149
vocabulary and review division touch math statement. Teacher will introduce the acronym: "Does McDonalds Serve CheeseBurgers" | **steps and NO remainders.** Once a basic understanding is reached, teacher will give a problem, students will practice, whole class will immediately review for understanding/accuracy. This will be a repeated process for multiple problems. This process may take 1 or 2 lessons.  

| **Projects** | **Differentiation - Above Level** | Learners will work on solving more complicated activities to stretch their thinking.  

**Differentiation - Below-level** | Lesson Reflection | Snow Day - No School  

Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.  

When additional time is available:  
- practice basic computation skills  
- additional practice with the current activity  
- expanding on current activity  
- IXL for computation or repeated skill practice  
- problem solving practice  
- any additional practice that is needed and suitable  

**Special Education Teacher:**  
Will work in small group, they will receive
additional support, increased 1:1
teacher/student interaction, use of
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Standard 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
Standard 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Cluster Statement Gain familiarity with factors and multiples.
Standard 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
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Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
Standard 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Standard 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.
Cluster Statement Use place value understanding and properties of operations to perform multi-digit arithmetic.
Standard 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
Standard 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Standard 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Remainders
1. Using Touch Math
2. Using the Standard Algorithm
4. Creating Division Stories
J. Word Problems
Daily Focus: What is the focus of my lesson today?

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<td>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</td>
<td>Learners will be able to explain and defend word problem answers and strategies.</td>
<td>Interactive math notebooks, Smart Board, Problem of the Day Packet, Word Problem Packet #3, Multiplication Practice Log, Word Problems Math Test</td>
</tr>
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</table>

Assessment Methods

- Constructed Response (Timelines, Maps, Graphs, Cartoons)
- Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)
- Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

<table>
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<tr>
<th>Assessment Methods</th>
<th>Daily Academic Vocabulary</th>
<th>Minilesson: Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</td>
<td>dividend, divisor, division (repeated subtraction), quotient, remainder</td>
<td>Problem of the Day: Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems</td>
</tr>
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<td>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</td>
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Minilesson: Teaching Point and Demonstration

**Teaching Point:** Today, learners will be taking a word problems test from packet #1 & #2.

**Demonstration:** None.

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<tr>
<th>Minilesson: Teaching Point and Demonstration</th>
<th>Minilesson: Active Engagement and Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Point: Today, learners will be taking a word problems test from packet #1 &amp; #2.</td>
<td>Teacher will review directions for the Word Problems Math Test.</td>
</tr>
<tr>
<td>Demonstration: None.</td>
<td>Learners will take the Word Problems Math Test.</td>
</tr>
</tbody>
</table>

Minilesson: Active Engagement and Link

Teacher will review directions for the Word Problems Math Test.

Materials

- Interactive math notebooks
- Smart Board
- Problem of the Day Packet
- Word Problem Packet #3
- Multiplication Practice Log
- Word Problems Math Test

How does multiplication help us to understand division?

How are multiplication and division related?

Independent Work

**Independent Classwork:**

<table>
<thead>
<tr>
<th>Independent Work</th>
<th>Independent Classwork:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners will work on solving more complicated activities to stretch their thinking.</td>
<td>Word Problems Math Test.</td>
</tr>
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</table>

Homework:

**Word Problem # 47 & 48**

Division WS Practice (1-3 problems)

Multiplication Practice Log

How does multiplication help us to understand division?

How are multiplication and division related?

Independent Work

**Independent Classwork:**

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**Differentiation - Above Level**

Learners will complete on-level practice of current activity until proficient. Learners may...
**Differentiation - Below-level**
Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

When additional time is available:
- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable

**Special Education Teacher:**
Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

**Lesson Reflection**
work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.

**Standards**

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interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Cluster Statement  Gain familiarity with factors and multiples.

Standard 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Cluster Statement  Generate and analyze patterns.

Standard 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Domain 4.NBT Number and Operations in Base Ten

Cluster Statement  Generalize place value understanding for multi-digit whole numbers.

Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

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Standard 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

Cluster Statement  Use place value understanding and properties of operations to perform multi-digit arithmetic.

Standard 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Standard 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Standard 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
### Daily Focus: What is the focus of my lesson today?

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### Standards

**CC_Common Core State Standards - Mathematics (2010) - Grade 4**

**Domain 4.OA Operations and Algebraic Thinking**

**Cluster Statement** Use the four operations with whole numbers to solve problems.

- **Standard 4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret \(35 = 5 \times 7\) as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
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**Cluster Statement** Generate and analyze patterns.

- **Standard 4.OA.5** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

**Domain 4.NBT Number and Operations in Base Ten**

**Cluster Statement** Generalize place value understanding for multi-digit whole numbers.

- **Standard 4.NBT.1** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
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**Cluster Statement** Use place value understanding and properties of operations to perform multi-digit arithmetic.

- **Standard 4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- **Standard 4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
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<td>Assessment Methods</td>
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Daily Academic Vocabulary
- dividend
- divisor
- division (repeated subtraction)
- quotient
- remainder

Minilesson: Teaching Point and Demonstration
**Teaching Point:** Today, learners will review the standard algorithm for solving long division two steps WITH remainders. Learners will continue to see the relationship between multiplication and division. Learners

Minilesson: Active Engagement and Link
Teacher will use the Smart Notebook:
Beginning Division to review & model how to use the Touch Math Division Statement, Skip Counting, and the acronym: **Does McDonalds Serve CheeseBurgers?**

**Problem of the Day:** Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems

**Review Homework:** Word Problems # 44, 46, 47, & 48

**Burris HR** - Collect Division Mini-Projects
**Castiglione** - Division WS #1 first 2 problems only

**How does multiplication help us to understand division?**
**How are multiplication and division related?**

**Independent Work**

**Independent Classwork:**
Division Worksheet using Graphic Organizer

**Homework:**
Word Problem # 50
**Michele Burris**  
**Michele.Burris@laaa.k12.de.us**  
**Tuesday February 18, 2014 - Division & Word Problems**  
Grade 4 Math  

| will continue to create division stories to enhance understanding. | **Divide Multiply Subtract Check Bring Down**  
To solve long division problems with two steps and remainders. Once a basic understanding is reached, teacher will give a problem, students will practice, whole class will immediately review for understanding/accuracy. This will be a repeated process for multiple problems. | Division WS Practice (1-3 problems)  
Multiplication Practice Practice Log |
| --- | --- | --- |

**Demonstration:** Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"  

**Projects**  
**Differentiation - Above Level**  
Learners will work on solving more complicated activities to stretch their thinking.  

**Differentiation - On-level**  
Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.  

**Differentiation - Below-level**  
Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.  

When additional time is available:  
- practice basic computation skills  
- additional practice with the current activity  
- expanding on current activity  
- IXL for computation or repeated skill practice  
- problem solving practice  
- any additional practice that is needed and suitable  

**Lesson Reflection**
Special Education Teacher:
Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

### Standards

**CC_Common Core State Standards - Mathematics (2010) - Grade 4**

**Domain 4.OA Operations and Algebraic Thinking**

- **Cluster Statement**: Use the four operations with whole numbers to solve problems.
  - **Standard 4.OA.1**: Interpret a multiplication equation as a comparison, e.g., interpret \(35 = 5 \times 7\) as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
  - **Standard 4.OA.2**: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
  - **Standard 4.OA.3**: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

- **Cluster Statement**: Gain familiarity with factors and multiples.
  - **Standard 4.OA.4**: Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

- **Cluster Statement**: Generate and analyze patterns.
  - **Standard 4.OA.5**: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

**Domain 4.NBT Number and Operations in Base Ten**

- **Cluster Statement**: Generalize place value understanding for multi-digit whole numbers.
  - **Standard 4.NBT.1**: Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
  - **Standard 4.NBT.2**: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using \(>, =, <\) symbols to record the results of comparisons.
  - **Standard 4.NBT.3**: Use place value understanding to round multi-digit whole numbers to any place.

- **Cluster Statement**: Use place value understanding and properties of operations to perform multi-digit arithmetic.
  - **Standard 4.NBT.4**: Fluently add and subtract multi-digit whole numbers using the standard algorithm.
  - **Standard 4.NBT.5**: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
  - **Standard 4.NBT.6**: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

### Division

<table>
<thead>
<tr>
<th>Content</th>
<th>Skills</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division &amp; Word Problems - Page 78 of 149</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Division & Word Problems - Page 79 of 149

**A. Understanding division**
1. relationship between multiplication and division
2. vocabulary

**G. Long Division - 2 Steps (2-3 digit dividends) - With Remainders**
1. Using Touch Math
2. Using Standard Algorithm
3. Using Arrays
4. Creating Division Stories

**J. Word Problems**

**Graphic Organizer-**
Homework - Multiplication Practice Log-
Homework - Word Problems Packet #3-
**Daily Focus: What is the focus of my lesson today?**

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<tr>
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<tbody>
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<td>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</td>
<td>Learners will be able to explain and defend word problem answers and strategies.</td>
<td>Word Problem Test</td>
</tr>
</tbody>
</table>

**Assessment Methods**
- ✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)
- ✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)
- ✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

**Daily Academic Vocabulary**
- dividend
- divisor
- division (repeated subtraction)
- quotient
- remainder

**Mini lesson: Teaching Point and Demonstration**

**Teaching Point:** Today, learners will be taking a word problems test from packet #1 & #2.

**Demonstration:** None.

**Mini lesson: Active Engagement and Link**

Teacher will review directions for the Word Problems Math Test.

**Learners will take the Word Problems Math Test.**

**Mini lesson: Connection**

**Problem of the Day:** Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems

**Review Homework:** Word Problems # 50
Division Worksheet

**How does multiplication help use to understand division?**

**How are multiplication and division related?**

**Independent Work**

**Independent Classwork:**
Word Problems Math Test.

**Homework:**
Word Problem # 51
Division WS Practice (1-3 problems)
Multiplication Practice Log
DCAS Practice

**Differentiation - Above Level**

Learners will work on solving more complicated activities to stretch their thinking.

**Differentiation - On-level**

Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some...
**Differentiation - Below-level**
Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

When additional time is available:
- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable

**Special Education Teacher:**
Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

**Standards**

<table>
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<tr>
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<tr>
<td>Domain 4.OA Operations and Algebraic Thinking</td>
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<tr>
<td>Cluster Statement Use the four operations with whole numbers to solve problems.</td>
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<td>Standard 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</td>
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<td>Standard 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</td>
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<tr>
<td>Standard 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies</td>
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</tbody>
</table>
including rounding.

Cluster Statement: Gain familiarity with factors and multiples.
Standard 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Cluster Statement: Generate and analyze patterns.
Standard 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Domain 4.NBT Number and Operations in Base Ten
Cluster Statement: Generalize place value understanding for multi-digit whole numbers.
Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
Standard 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Standard 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

Cluster Statement: Use place value understanding and properties of operations to perform multi-digit arithmetic.
Standard 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
Standard 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Standard 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

### Division

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<tbody>
<tr>
<td>J. Word Problems</td>
<td>J. Word Problems</td>
<td>Homework - Word Problems Packet #3-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test - Word Problems-</td>
</tr>
</tbody>
</table>
Michele Burris
Michele.Burris@laaa.k12.de.us
Thursday February 20, 2014 - Division & Word Problems
Grade 4 Math   Grade 4 - Math

Daily Focus: What is the focus of my lesson today?

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<tr>
<th>Content Objectives</th>
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<tbody>
<tr>
<td>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</td>
<td>Learners will discuss and interpret remainders. Learners will need to communicate using the math vocabulary.</td>
<td>Interactive math notebooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Smart Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem of the Day Packet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word Problem Packet # 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multiplication Practice Log</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graphic Organizer</td>
</tr>
</tbody>
</table>

Assessment Methods
✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)
✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)
✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

Daily Academic Vocabulary
- dividend
- divisor
- division (repeated subtraction)
- quotient
- remainder

Minilesson: Teaching Point and Demonstration
**Teaching Point:** Today, learners will review the standard algorithm for solving long division two steps WITH remainders. Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories to

Minilesson: Active Engagement and Link
Teacher will use the Smart Notebook:
Beginning Division to review & model how to use the Touch Math Division Statement, Skip Counting, and the acronym: Does McDonalds Serve CheeseBurgers?

Problem of the Day: Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems

Review Homework: Word Problems # 51

Burris HR - Collect Division Mini-Projects
Castiglione - Division WS #1 first 2 problems only

How does multiplication help use to understand division?
How are multiplication and division related?

Independent Work

**Independent Classwork:**
Division Worksheet using Graphic Organizer

**Homework:**
Word Problem # 52
Division WS Practice (1-3 problems)
Michele Burris  
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Thursday February 20, 2014 - Division & Word Problems  
Grade 4 Math Grade 4 - Math

**Demonstration:** Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"

<table>
<thead>
<tr>
<th><strong>Division &amp; Word Problems</strong></th>
<th><strong>Differentiation - Above Level</strong></th>
<th><strong>Differentiation - On-level</strong></th>
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<td>To solve long division problems with two steps and remainders. Once a basic understanding is reached, teacher will give a problem, students will practice, whole class will immediately review for understanding/accuracy. This will be a repeated process for multiple problems.</td>
<td>Learners will work on solving more complicated activities to stretch their thinking.</td>
<td>Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.</td>
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**Projects**

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<th><strong>Lesson Reflection</strong></th>
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<td>Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</td>
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When additional time is available:
- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable
Special Education Teacher:
Will work in small group, they will receive
additional support, increased 1:1
teacher/student interaction, use of
manipulatives.

Standards
CC_Common Core State Standards - Mathematics (2010) - Grade 4
Domain 4.OA Operations and Algebraic Thinking
Cluster Statement Use the four operations with whole numbers to solve problems.
   Standard 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal
   statements of multiplicative comparisons as multiplication equations.
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   Standard 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be
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   including rounding.
Cluster Statement Gain familiarity with factors and multiples.
   Standard 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in
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Cluster Statement Generate and analyze patterns.
   Standard 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
Domain 4.NBT Number and Operations in Base Ten
Cluster Statement Generalize place value understanding for multi-digit whole numbers.
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   and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Division & Word Problems - Page 85 of 149
G. Long Division - 2 Steps (2-3 digit dividends) - With Remainders
J. Word Problems

2. relationship between multiplication and division
3. vocabulary

G. Long Division - 2 Steps (2-3 digit dividends) - With Remainders
   1. Using Touch Math
   2. Using Standard Algorithm
   3. Using Arrays
   4. Creating Division Stories
J. Word Problems

Homework - Multiplication Practice Log-
Homework - Word Problems Packet #3-
### Daily Focus: What is the focus of my lesson today?

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<td>Interactive math notebooks Smart Board Problem of the Day Packet Word Problem Packet # 3 Multiplication Practice Log Graphic Organizer</td>
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### Assessment Methods

- ✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)
- ✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)
- ✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

### Daily Academic Vocabulary

- dividend
- divisor
- division (repeated subtraction)
- quotient
- remainder

### Minilesson: Teaching Point and Demonstration

**Teaching Point:** Today, learners will review the standard algorithm for solving **long division two steps** WITH **remainders.** Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories to enhance understanding.

**Demonstration:** Teacher will review vocabulary, review division touch math

**Minilesson: Active Engagement and Link**

Teacher will use the Smart Notebook:
Beginning Division to review & model how to use the Touch Math Division Statement, Skip Counting, and the acronym: **Does McDonalds Serve CheeseBurgers?**

**Divide Multiply Subtract Check Bring Down**

**To solve long division problems with two steps and remainders.** Once a basic

### Independent Work

**Independent Classwork:** Division Worksheet using Graphic Organizer

**Homework:** Word Problem # 53 Division WS Practice (1-3 problems) Multiplication Practice Log
<table>
<thead>
<tr>
<th>Statement, and the acronym: &quot;Does McDonalds Serve CheeseBurgers&quot;</th>
<th>Understanding is reached, teacher will give a problem, students will practice, whole class will immediately review for understanding/accuracy. This will be a repeated process for multiple problems.</th>
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</table>
| **Projects** | **Differentiation - Above Level**<br>Learners will work on solving more complicated activities to stretch their thinking.  
**Differentiation - On-level**<br>Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.  
**Differentiation - Below-level**<br>Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.  
**Lesson Reflection**<br>When additional time is available:  
- practice basic computation skills  
- additional practice with the current activity  
- expanding on current activity  
- IXL for computation or repeated skill practice  
- problem solving practice  
- any additional practice that is needed and suitable  
**Special Education Teacher:**<br>Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of |
Standards

**CC_Common Core State Standards - Mathematics (2010) - Grade 4**

**Domain 4.OA Operations and Algebraic Thinking**

Cluster Statement Use the four operations with whole numbers to solve problems.

- **Standard 4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret \( 35 = 5 \times 7 \) as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

- **Standard 4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

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Cluster Statement Gain familiarity with factors and multiples.

- **Standard 4.OA.4** Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Cluster Statement Generate and analyze patterns.

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**Domain 4.NBT Number and Operations in Base Ten**

Cluster Statement Generalize place value understanding for multi-digit whole numbers.

- **Standard 4.NBT.1** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

- **Standard 4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using \( >, =, \) and \(<\) symbols to record the results of comparisons.

- **Standard 4.NBT.3** Use place value understanding to round multi-digit whole numbers to any place.

Cluster Statement Use place value understanding and properties of operations to perform multi-digit arithmetic.

- **Standard 4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.

- **Standard 4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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**Division**

**Content**

- **A. Understanding division**
- **G. Long Division - 2 Steps (2-3 digit dividends) - With Remainders**
- **J. Word Problems**

**Skills**

- **A. Understanding division**
  - 2.relation between multiplication and division
  - 3.vocabulary
- **G. Long Division - 2 Steps (2-3 digit dividends) - With Remainders**
  - 1.Using Touch Math

**Assessment**

- **Division Quiz**
- **Homework - Multiplication Practice Log**
- **Homework - Word Problems Packet #3**
2. Using Standard Algorithm  
3. Using Arrays  
4. Creating Division Stories  
J. Word Problems
### Daily Focus: What is the focus of my lesson today?

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<td>Multiplication Practice Log</td>
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<td></td>
<td></td>
<td>Dry Erase White Boards</td>
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<tr>
<td></td>
<td></td>
<td>Dry Erases Markers/Erasers</td>
</tr>
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### Assessment Methods
- ✔ Constructed Response (Timelines, Maps, Graphs, Cartoons)
- ✔ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)
- ✔ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

### Daily Academic Vocabulary
- **dividend**
- **divisor**
- **division (repeated subtraction)**
- **quotient**
- **remainder**

### Materials
- Interactive math notebooks
- Smart Board
- Problem of the Day Packet
- Word Problem Packet # 3
- Multiplication Practice Log
- Dry Erase White Boards
- Dry Erases Markers/Erasers

### Minilesson: Teaching Point and Demonstration
**Teaching Point:** Today, learners will be introduced to the standard algorithm for solving long division with 2 steps **WITH remainders.** Learners will continue to see the relationship between multiplication and division. Learners will continue to create

### Minilesson: Active Engagement and Link
**Teacher will use the Smart Notebook:** Beginning Division to introduce & model how to use the Touch Math Division Statement, Skip Counting, and the acronym: **Does McDonalds Serve CheeseBurgers?**

### Minilesson: Connection
**Problem of the Day:** Review of subtraction, using addition to check subtraction solution, 2 by 2 or 2 by 1 multiplication, rounding, factors, long division and using multiplication to check division solution

**Review Homework:** Word Problem # 53 & Division WS #3

**How does multiplication help us to understand division?**

**How are multiplication and division related?**

### Independent Work
**Independent Classwork:**
- No W.S used White boards

**Homework:**
- Word Problem # 54
- Multiplication Practice Log
division stories, create array, and use multiplication to check for accuracy.

**Demonstration:** Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve Cheese Burgers"

<table>
<thead>
<tr>
<th>Divide</th>
<th>Multiply</th>
<th>Subtract</th>
<th>Check</th>
<th>Bring Down</th>
</tr>
</thead>
</table>

To solve long division problems with two steps **WITH remainders**, learners will use dry erase boards and dry erase markers to practice. The practice will be whole class. Each problem will be immediately reviewed for understanding/accuracy. This will be a repeated process for multiple problems. This process may take 1 or 2 lessons.

**Projects**

- **Differentiation - Above Level**
  - Learners will work on solving more complicated activities to stretch their thinking.

**Differentiation - Below-level**

- Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

**Lesson Reflection**

- When additional time is available:
  - practice basic computation skills
  - additional practice with the current activity
  - expanding on current activity
  - IXL for computation or repeated skill practice
  - problem solving practice
  - any additional practice that is needed and suitable

**Differentiation - On-level**

- Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.
Special Education Teacher:
Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

Standards
CC_Common Core State Standards - Mathematics (2010) - Grade 4
Domain 4.OA Operations and Algebraic Thinking
Cluster Statement Use the four operations with whole numbers to solve problems.
Standard 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
Standard 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
Standard 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Cluster Statement Gain familiarity with factors and multiples.
Standard 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
Cluster Statement Generate and analyze patterns.
Standard 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
Domain 4.NBT Number and Operations in Base Ten
Cluster Statement Generalize place value understanding for multi-digit whole numbers.
Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
Standard 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Standard 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.
Cluster Statement Use place value understanding and properties of operations to perform multi-digit arithmetic.
Standard 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
Standard 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Standard 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Division

<table>
<thead>
<tr>
<th>Content</th>
<th>Skills</th>
<th>Assessment</th>
</tr>
</thead>
</table>

Division & Word Problems - Page 93 of 149
<table>
<thead>
<tr>
<th>A. Understanding division</th>
<th>A. Understanding division</th>
<th>Homework - Multiplication Practice Log-</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. Long Division - 2 Steps (2-3 digit dividends) - With Remainders</td>
<td>2. relationship between multiplication and division</td>
<td>Homework - Word Problems Packet #3-</td>
</tr>
<tr>
<td>J. Word Problems</td>
<td>3. vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>G. Long Division - 2 Steps (2-3 digit dividends) - With Remainders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Using Touch Math</td>
<td></td>
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<tr>
<td></td>
<td>2. Using Standard Algorithm</td>
<td></td>
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<tr>
<td></td>
<td>4. Creating Division Stories</td>
<td></td>
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<td></td>
<td>J. Word Problems</td>
<td></td>
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</tbody>
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<tr>
<th>Content Objectives</th>
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<th>Materials</th>
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</thead>
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<tr>
<td>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</td>
<td>Learners will need to communicate using the math vocabulary. Learners will discuss and interpret remainders. Learners will create verbal and written division stories.</td>
<td>Interactive math notebooks</td>
</tr>
<tr>
<td><strong>Assessment Methods</strong></td>
<td><strong>Daily Academic Vocabulary</strong></td>
<td>Smart Board</td>
</tr>
<tr>
<td>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</td>
<td>dividend</td>
<td>Problem of the Day Packet</td>
</tr>
<tr>
<td>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</td>
<td>divisor</td>
<td>Word Problem Packet # 3</td>
</tr>
<tr>
<td>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</td>
<td>division (repeated subtraction)</td>
<td>Multiplication Practice Log</td>
</tr>
<tr>
<td></td>
<td>quotient</td>
<td>Division Worksheets</td>
</tr>
<tr>
<td></td>
<td>remainder</td>
<td>Graphic Organizers</td>
</tr>
</tbody>
</table>

**Minilesson: Teaching Point and Demonstration**

**Teaching Point:** Today, learners will be reviewing the standard algorithm for **solving long division with 2 steps WITH remainders**. Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories, create array, and use

**Minilesson: Active Engagement and Link**

Teacher will use the Smart Notebook: Beginning Division to review & model how to use the Touch Math Division Statement, Skip Counting, and the acronym: Does McDonalds Serve CheeseBurgers?

**Daily Academic Vocabulary**

<table>
<thead>
<tr>
<th>divide</th>
<th>Multiply</th>
<th>Subtract</th>
<th>Check</th>
<th>Bring Down</th>
</tr>
</thead>
</table>

**Problem of the Day:** Review of subtraction, using addition to check subtraction solution, 2 by 2 or 2 by 1 multiplication, rounding, factors, long division and using multiplication to check division solution

**Review Homework:** Word Problem # 54

How does multiplication help use to understand division?

How are multiplication and division related?

**Partner Classwork:**
Division Worksheet classwork #4

**Homework:**
Division WS Homework #4

Multiplication Practice Log
To solve long division problems with two steps **WITH remainders.**

**Demonstration:** Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers".

Learners will work with partners to complete division practice worksheets and creating division stories that will require learners to interpret the remainder.

**Projects**

**Differentiation - Above Level**
Learners will work on solving more complicated activities to stretch their thinking.

**Differentiation - On-level**
Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.

**Differentiation - Below-level**
Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

When additional time is available:
- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable

**Lesson Reflection**

Special Education Teacher:
Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

**Standards**

**Domain 4.OA Operations and Algebraic Thinking**

- **Cluster Statement** Use the four operations with whole numbers to solve problems.
  - **Standard 4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
  - **Standard 4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
  - **Standard 4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

- **Cluster Statement** Gain familiarity with factors and multiples.
  - **Standard 4.OA.4** Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

- **Cluster Statement** Generate and analyze patterns.
  - **Standard 4.OA.5** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

**Domain 4.NBT Number and Operations in Base Ten**

- **Cluster Statement** Generalize place value understanding for multi-digit whole numbers.
  - **Standard 4.NBT.1** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
  - **Standard 4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
  - **Standard 4.NBT.3** Use place value understanding to round multi-digit whole numbers to any place.

- **Cluster Statement** Use place value understanding and properties of operations to perform multi-digit arithmetic.
  - **Standard 4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.
  - **Standard 4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
  - **Standard 4.NBT.6** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

**Division**

**Content**

- A. Understanding division
- G. Long Division - 2 Steps (2-3 digit dividends) - With

**Skills**

- A. Understanding division
  - 2. relationship between multiplication and division

**Assessment**

- Homework - Multiplication Practice
- Homework - Word Problems Packet #3

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Division & Word Problems - Page 97 of 149
Remainders
J. Word Problems

3. Vocabulary
G. Long Division - 2 Steps (2-3 digit dividends) - With Remainders
   1. Using Touch Math
   2. Using Standard Algorithm
   4. Creating Division Stories
J. Word Problems

Homework WS # 4-
### Daily Focus: What is the focus of my lesson today?

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<td>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</td>
<td>Learners will discuss and interpret remainders. Learners will create verbal and written division stories. Learners will need to communicate using the math vocabulary.</td>
<td>Interactive math notebooks, Smart Board, Problem of the Day Packet, Word Problem Packet # 3, Multiplication Practice Log, Division Worksheets, Graphic Organizers</td>
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#### Assessment Methods
- ✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)
- ✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)
- ✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

#### Daily Academic Vocabulary
- dividend
- divisor
- division (repeated subtraction)
- quotient
- remainder

#### Minilesson: Teaching Point and Demonstration

**Teaching Point:** Today, learners will be reviewing the standard algorithm for solving long division with 2 steps WITH remainders. Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories, create array, and use

#### Minilesson: Active Engagement and Link

Teacher will use the Smart Notebook: Beginning Division to review & model how to use the Touch Math Division Statement, Skip Counting, and the acronym: **Does McDonalds Serve CheeseBurgers?**

**Divide Multiply Subtract Check Bring Down**

### Materials
- Interactive math notebooks
- Smart Board
- Problem of the Day Packet
- Word Problem Packet # 3
- Multiplication Practice Log
- Division Worksheets
- Graphic Organizers

### Problem of the Day: Review of subtraction, using addition to check subtraction solution, 2 by 2 or 2 by 1 multiplication, rounding, factors, long division and using multiplication to check division solution

### Review Homework: Division WS # 4

**How does multiplication help use to understand division?**

**How are multiplication and division related?**

### Independent Work

**Partner Classwork:**
- Division Worksheet
- Graphic Organizer

**Homework:**
- Division WS Practice HW # 5
- Multiplication Practice Log
**Multiplication to check for accuracy.**

**Demonstration:** Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"

**To solve long division problems with two steps With remainders.**

Learners will work with partners to complete division practice worksheets using graphic organizers.

**Projects**

- Differentiation - Above Level
  - Learners will work on solving more complicated activities to stretch their thinking.

- Differentiation - On-level
  - Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual student's needs.

**Differentiation - Below-level**

Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

When additional time is available:
- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable

Special Education Teacher:
Will work in small group, they will receive

## Lesson Reflection
additional support, increased 1:1 teacher/student interaction, use of manipulatives.

Standards

CC_Common Core State Standards - Mathematics (2010) - Grade 4
Domain 4.OA Operations and Algebraic Thinking
Cluster Statement Use the four operations with whole numbers to solve problems.
Standard 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
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Cluster Statement Gain familiarity with factors and multiples.
Standard 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
Cluster Statement Generate and analyze patterns.
Standard 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
Domain 4.NBT Number and Operations in Base Ten
Cluster Statement Generalize place value understanding for multi-digit whole numbers.
Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
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Division

Content
A. Understanding division
G. Long Division - 2 Steps (2-3 digit dividends) - With Remainders
J. Word Problems

Skills
A. Understanding division
2. relationship between multiplication and division
3. vocabulary
G. Long Division - 2 Steps (2-3 digit dividends) - With

Assessment
Graphic Organizer-
Homework - Division WS # 5-
Homework - Multiplication Practice Log-
Homework - Word Problems Packet #3-
Remainders
1. Using Touch Math
2. Using Standard Algorithm
3. Using Arrays
4. Creating Division Stories
J. Word Problems
**Thursday February 27, 2014 - Division & Word Problems**

**Grade 4 Math**  **Grade 4 - Math**

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<tr>
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**Minilesson: Teaching Point and Demonstration**

**Teaching Point:** Today, learners will be introduced to the standard algorithm for **solving long division with 3 steps NO remainders**. Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories, create array, and use

**Minilesson: Active Engagement and Link**

Teacher will use the Smart Notebook: Beginning Division to introduce & model how to use the Touch Math Division Statement, Skip Counting, and the acronym: **Does McDonalds Serve CheeseBurgers?**

**Daily Academic Vocabulary**

- dividend
- divisor
- division (repeated subtraction)
- quotient
- remainder

**Minilesson: Connection**

**Problem of the Day:** Review of subtraction, using addition to check subtraction solution, 2 by 2 or 2 by 1 multiplication, rounding, factors, long division and using multiplication to check division solution

**Review Homework:** Division WS # 5

**How does multiplication help us understand division?**

**How are multiplication and division related?**

**Independent Work**

**Independent Classwork:**

n/a

**Homework:**

Word Problem # 56

Multiplication Practice Log
To solve long division problems with three steps **NO remainders**, learners will use dry erase boards and dry erase markers to practice. The practice will be whole class. Each problem will be immediately reviewed for understanding/accuracy. This will be a repeated process for multiple problems. This process may take 1 or 2 lessons.

| Demonstration: Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers" |
| Projects |
| Differentiation - Above Level |
| Learners will work on solving more complicated activities to stretch their thinking. |

**Differentiation - Below-level**
Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

**Lesson Reflection**

When additional time is available:
- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable

**Differentiation - On-level**
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Special Education Teacher:
Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

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Cluster Statement Generate and analyze patterns.
Standard 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Domain 4.NBT Number and Operations in Base Ten
Cluster Statement Generalize place value understanding for multi-digit whole numbers.
Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
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Standard 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.
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Division
Content
A. Understanding division

Skills
A. Understanding division

Assessment
Homework - Multiplication Practice Log-
D. Long Division - 3-4 steps (3-4 digit dividends) No Remainders

J. Word Problems

2. relationship between multiplication and division
3. vocabulary

D. Long Division - 3-4 steps (3-4 digit dividends) No Remainders

1. Using Touch Math
2. Using the Standard Algorithm
4. Creating Division Stories

J. Word Problems

Homework - Word Problems Packet #3-
# Division & Word Problems

**Michele Burris**  
Michele.Burris@laaa.k12.de.us  
Friday February 28, 2014 - Division & Word Problems  
Grade 4 Math   Grade 4 - Math

## Daily Focus: What is the focus of my lesson today?

<table>
<thead>
<tr>
<th>Content Objectives</th>
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| Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors. | Learners will create verbal and written division stories.  
Learners will need to communicate using the math vocabulary. | Interactive math notebooks  
Smart Board  
Problem of the Day Packet  
Word Problem Packet #3  
Multiplication Practice Log  
Division Worksheets  
Graphic Organizers |

## Assessment Methods
- Constructed Response (Timelines, Maps, Graphs, Cartoons)
- Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)
- Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

## Daily Academic Vocabulary
- dividend
- divisor
- division (repeated subtraction)
- quotient
- remainder

## Minilesson: Teaching Point and Demonstration
**Teaching Point:** Today, learners will be reviewing the standard algorithm for solving long division with 3 steps NO remainders.  
Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories, create array, and use multiplication to check for

## Minilesson: Active Engagement and Link
Teacher will use the Smart Notebook:  
Beginning Division to review & model how to use the Touch Math Division Statement, Skip Counting, and the acronym:  
**Does McDonalds Serve CheeseBurgers?**  
**Divide Multiply Subtract Check Bring Down**

## Problem of the Day:  
Review of subtraction, using addition to check subtraction solution, 2 by 2 or 2 by 1 multiplication, rounding, factors, long division and using multiplication to check division solution

## Review Homework:  
Word Problem # 56

How does multiplication help us to understand division?  
How are multiplication and division related?

## Partner Classwork:  
Division Worksheet

## Homework:  
Word Problem # 57 & 58  
Division WS Practice # 6  
Multiplication Practice Log
**Division & Word Problems**

**Friday February 28, 2014 - Division & Word Problems**

**Grade 4 Math**  
**Grade 4 - Math**

<table>
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**Demonstration:** Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"

**Differentiation - Above Level**

Learners will work on solving more complicated activities to stretch their thinking.

**Differentiation - Below-level**

Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

**Differentiation - On-level**

Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.

**Lesson Reflection**

- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable

**Special Education Teacher:**
Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

### Standards

**CC Common Core State Standards - Mathematics (2010) - Grade 4**

**Domain 4.OA Operations and Algebraic Thinking**

- **Cluster Statement** Use the four operations with whole numbers to solve problems.
  - Standard 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret \( 35 = 5 \times 7 \) as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
  - Standard 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
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- **Cluster Statement** Gain familiarity with factors and multiples.
  - Standard 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

- **Cluster Statement** Generate and analyze patterns.
  - Standard 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

**Domain 4.NBT Number and Operations in Base Ten**

- **Cluster Statement** Generalize place value understanding for multi-digit whole numbers.
  - Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
  - Standard 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
  - Standard 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

- **Cluster Statement** Use place value understanding and properties of operations to perform multi-digit arithmetic.
  - Standard 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
  - Standard 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
  - Standard 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

### Division

<table>
<thead>
<tr>
<th>Content</th>
<th>Skills</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Understanding division</td>
<td>A. Understanding division</td>
<td>Homework - Division WS # 6-</td>
</tr>
<tr>
<td>D. Long Division - 3-4 steps (3-4 digit dividends) No</td>
<td>2. relationship between multiplication and division</td>
<td>Homework - Multiplication Practice Log-</td>
</tr>
<tr>
<td>Remainders</td>
<td>3. vocabulary</td>
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</tr>
<tr>
<td>J. Word Problems</td>
<td>D. Long Division - 3-4 steps (3-4 digit dividends) No Remainders</td>
<td></td>
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<tr>
<td></td>
<td>1. Using Touch Math</td>
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<td></td>
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</tbody>
</table>

Homework - Word Problems Packet #3
**Daily Focus: What is the focus of my lesson today?**

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<tr>
<th>Content Objectives</th>
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<th>Materials</th>
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<tbody>
<tr>
<td>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</td>
<td>Learners will discuss and interpret remainders. Learners will need to communicate using the math vocabulary.</td>
<td>Interactive math notebooks</td>
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<td>Smart Board</td>
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<td></td>
<td>Problem of the Day Packet</td>
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<td></td>
<td>Word Problem Packet # 3</td>
</tr>
<tr>
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<td></td>
<td>Multiplication Practice Log</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Division Worksheets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graphic Organizers</td>
</tr>
</tbody>
</table>

**Assessment Methods**
- ✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)
- ✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)
- ✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

**Daily Academic Vocabulary**
- dividend
- divisor
- division (repeated subtraction)
- quotient
- remainder

**Problem of the Day:** Review of subtraction, using addition to check subtraction solution, 2 by 2 or 2 by 1 multiplication, rounding, factors, long division and using multiplication to check division solution

**Review Homework:** Word Problem # 57 & 58 Division WS #6

**How does multiplication help use to understand division?**

**How are multiplication and division related?**

**Independent Work**

**Partner Classwork:**
- Division Worksheet # 4
- Graphic Organizer

**Homework:**
- Division WS Practice #7
## Michele Burris
### Michele.Burris@laaa.k12.de.us
#### Monday March 03, 2014 - Division & Word Problems

### Grade 4 Math

| Division stories, create array, and use multiplication to check for accuracy. | **Demonstration:** Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers" | **Differentiation:** - Above Level
Learners will work on solving more complicated activities to stretch their thinking. | **Multiplication Practice Log** |
|---|---|---|---|

| **Divide Multiply Subtract Check Bring Down** | **To solve long division problems with three steps With remainders.** | **Differentiation - On-level**
Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual students needs. |  |

| **Projects** | **Lesson Reflection**
No School Today - Snow Day
Moved this lesson to Tuesday |  |  |

| **Differentiation - Below-level**
Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives. |  |  |  |

| **Differentiation - Above Level**
Learners will work with partners to complete division practice worksheets. |  |  |  |

| **When additional time is available:**
- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable |  |  |  |

| **Special Education Teacher:**
Will work in small group, they will receive |  |  |  |

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Division & Word Problems - Page 112 of 149
additional support, increased 1:1
teacher/student interaction, use of manipulatives.

Standards
CC_Common Core State Standards - Mathematics (2010) - Grade 4
Domain 4.OA Operations and Algebraic Thinking
Cluster Statement Use the four operations with whole numbers to solve problems.
Standard 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
Standard 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
Standard 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Cluster Statement Gain familiarity with factors and multiples.
Standard 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
Cluster Statement Generate and analyze patterns.
Standard 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
Domain 4.NBT Number and Operations in Base Ten
Cluster Statement Generalize place value understanding for multi-digit whole numbers.
Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
Standard 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Standard 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.
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Division
Content
A. Understanding division
D. Long Division - 3-4 steps (3-4 digit dividends) No Remainders
H. Long Division - 3 Steps (3 digit dividends) - With

Skills
A. Understanding division
2. relationship between multiplication and division
3. Vocabulary
D. Long Division - 3-4 steps (3-4 digit dividends) No

Assessment
Homework - Multiplication Practice Log-
Homework - Word Problems Packet #3-
Homework Division WS # 7-

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<tr>
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<td>H. Long Division - 3 Steps (3 digit dividends) - With Remainders</td>
<td>1. Using Touch Math</td>
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<td><strong>Assessment Methods</strong></td>
<td><strong>Daily Academic Vocabulary</strong></td>
<td><strong>Problem of the Day:</strong> Review of subtraction, using addition to check subtraction solution, 2 by 2 or 2 by 1 multiplication, rounding, factors, long division and using multiplication to check division solution</td>
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<td>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</td>
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<td><strong>Review Homework:</strong> Word Problem # 57 &amp; 58 Division WS #6</td>
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<td>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</td>
<td>divisor</td>
<td><strong>How does multiplication help use to understand division?</strong></td>
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<td>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</td>
<td>division (repeated subtraction)</td>
<td><strong>How are multiplication and division related?</strong></td>
</tr>
<tr>
<td><strong>Teaching Point:</strong> Today, learners will be introduced to the standard algorithm for solving long division with 3 steps WITH remainders. Learners will continue to see the relationship between multiplication and division. Learners will continue to create</td>
<td>quotient</td>
<td><strong>Independent Work</strong></td>
</tr>
<tr>
<td><strong>Minilesson: Teaching Point and Demonstration</strong></td>
<td>remainder</td>
<td><strong>Partner Classwork:</strong></td>
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<tr>
<td>Teacher will use the Smart Notebook: Beginning Division to review &amp; model how to use the Touch Math Division Statement, Skip Counting, and the acronym: <strong>Does McDonalds Serve CheeseBurgers?</strong></td>
<td><strong>Homework:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Minilesson: Active Engagement and Link</strong></td>
<td>Division WS Practice #7</td>
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</table>

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Division & Word Problems - Page 115 of 149
division stories, create array, and use multiplication to check for accuracy.

**Demonstration:** Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"

**To solve long division problems with three steps With remainders.**

Learners will work with partners to complete division practice worksheets.

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**Projects**

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<td>Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.</td>
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<table>
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<tr>
<th>Lesson Reflection</th>
</tr>
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<tbody>
<tr>
<td>Special Education Teacher: Will work in small group, they will receive</td>
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</table>

When additional time is available:

- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable
Michele Burris  
Michele.Burris@laaa.k12.de.us  
Tuesday March 04, 2014 - Division & Word Problems 
Grade 4 Math Grade 4 - Math

additional support, increased 1:1 teacher/student interaction, use of manipulatives.

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<tr>
<td><strong>Domain 4.OA Operations and Algebraic Thinking</strong></td>
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<tr>
<td><strong>Cluster Statement</strong> Use the four operations with whole numbers to solve problems.</td>
</tr>
<tr>
<td><strong>Standard 4.OA.1</strong> Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</td>
</tr>
<tr>
<td><strong>Standard 4.OA.2</strong> Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</td>
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<tr>
<td><strong>Standard 4.OA.3</strong> Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</td>
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<tr>
<td><strong>Cluster Statement</strong> Gain familiarity with factors and multiples.</td>
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<tr>
<td><strong>Standard 4.OA.4</strong> Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.</td>
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<td><strong>Cluster Statement</strong> Generate and analyze patterns.</td>
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<td><strong>Standard 4.OA.5</strong> Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.</td>
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<td><strong>Domain 4.NBT Number and Operations in Base Ten</strong></td>
</tr>
<tr>
<td><strong>Cluster Statement</strong> Generalize place value understanding for multi-digit whole numbers.</td>
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<td><strong>Standard 4.NBT.1</strong> Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.</td>
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<td><strong>Standard 4.NBT.2</strong> Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using &gt;, =, and &lt; symbols to record the results of comparisons.</td>
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<td><strong>Standard 4.NBT.3</strong> Use place value understanding to round multi-digit whole numbers to any place.</td>
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<td><strong>Cluster Statement</strong> Use place value understanding and properties of operations to perform multi-digit arithmetic.</td>
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<td><strong>Standard 4.NBT.4</strong> Fluently add and subtract multi-digit whole numbers using the standard algorithm.</td>
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<td><strong>Standard 4.NBT.5</strong> Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</td>
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<td><strong>Standard 4.NBT.6</strong> Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</td>
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### Division

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<td>Homework - Word Problems Packet #3-</td>
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<tr>
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<td>3. vocabulary</td>
<td>Homework Division WS # 7-</td>
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1. Using Touch Math  
2. Using the Standard Algorithm  
3. Using Arrays  
4. Creating Division Stories  

H. Long Division - 3 Steps (3 digit dividends) - With Remainders  
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J. Word Problems
### Daily Focus: What is the focus of my lesson today?

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### Assessment Methods
- ✔ Constructed Response (Timelines, Maps, Graphs, Cartoons)
- ✔ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)
- ✔ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

### Daily Academic Vocabulary
- dividend
- divisor
- division (repeated subtraction)
- quotient
- remainder

### Minilesson: Teaching Point and Demonstration

**Teaching Point:** Today, learners will review the standard algorithm for solving long division with 4 steps NO remainders. Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories, create array, and use multiplication to check for

### Minilesson: Active Engagement and Link

Teacher will use the Smart Notebook: Beginning Division to review & model how to use the Touch Math Division Statement, Skip Counting, and the acronym: Does McDonalds Serve CheeseBurgers?

**Divide Multiply Subtract Check Bring Down**

### Minilesson: Connection

**Problem of the Day:** Review of subtraction, using addition to check subtraction solution, 2 by 2 or 2 by 1 multiplication, rounding, factors, long division and using multiplication to check division solution

### Review Homework:
- Division WS #7

### How does multiplication help use to understand division?

### How are multiplication and division related?

### Independent Work

**Partner Classwork:**
- Division Worksheet # 7
- Graphic Organizer

**Homework:**
- Division WS Practice #9
- Multiplication Practice Log
**Demonstration:** Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"

<table>
<thead>
<tr>
<th><strong>To solve long division problems with four steps NO remainders.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners will work in partners to complete division worksheet. Learners will check/discuss work with partners and verbally create division stories.</td>
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</table>

**Projects**

<table>
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When additional time is available:
- practice basic computation skills
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- problem solving practice
- any additional practice that is needed and suitable

**Differentiation - Above Level**

Learners will work on solving more complicated activities to stretch their thinking.

**Differentiation - On-level**

Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.

**Lesson Reflection**

Special Education Teacher:
Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

Standards

CC. Common Core State Standards - Mathematics (2010) - Grade 4

Domain 4.OA Operations and Algebraic Thinking

Cluster Statement Use the four operations with whole numbers to solve problems.

Standard 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

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Standard 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

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Division

Content
A. Understanding division
D. Long Division - 3-4 steps (3-4 digit dividends) No

Skills
A. Understanding division
2. relationship between multiplication and division

Assessment
Homework - Multiplication Practice Log-
Homework - Word Problems Packet #3-

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Remainders

3. Vocabulary
D. Long Division - 3-4 steps (3-4 digit dividends) No Remainders
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2. Using the Standard Algorithm
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<tbody>
<tr>
<td>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</td>
<td>Learners will write and defend solutions to problems.</td>
<td>Mid-Year Test</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Daily Academic Vocabulary</th>
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<tr>
<td>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</td>
<td>dividend</td>
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<tr>
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<td>divisor</td>
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<td>division (repeated subtraction)</td>
</tr>
<tr>
<td></td>
<td>quotient</td>
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<td></td>
<td>remainder</td>
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</tbody>
</table>

**Minilesson: Teaching Point and Demonstration**

**Teaching Point:** Today, learners will be taking a mid-year review test.

**Language Objectives**

- Learners will write and defend solutions to problems.

**Daily Academic Vocabulary**

- dividend
- divisor
- division (repeated subtraction)
- quotient
- remainder

**Minilesson: Active Engagement and Link**

n/a

**Minilesson: Connection**

**n/a**

**Independent Work**

**Mid Year Review Test**

**Homework:**
- Division WS Practice #10
- Word problems Packet #59 & #60
- Multiplication Practice Log

**Differentiation - Above Level**

Learners will work on solving more complicated activities to stretch their thinking.

**Differentiation - On-level**

Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.

**Differentiation - Below-level**

Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

**Lesson Reflection**

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Division & Word Problems - Page 123 of 149
When additional time is available:
- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable

Special Education Teacher:
Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

**Standards**

**CC_Common Core State Standards - Mathematics (2010) - Grade 4**

**Domain 4.OA Operations and Algebraic Thinking**

Cluster Statement: Use the four operations with whole numbers to solve problems.

- Standard 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

- Standard 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

- Standard 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Cluster Statement: Gain familiarity with factors and multiples.

- Standard 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Cluster Statement: Generate and analyze patterns.

- Standard 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

**Domain 4.NBT Number and Operations in Base Ten**

Cluster Statement: Generalize place value understanding for multi-digit whole numbers.

- Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
Standard 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

Standard 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

Cluster Statement Use place value understanding and properties of operations to perform multi-digit arithmetic.

Standard 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Standard 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Standard 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

### Division

**Content**

A. Understanding division

E. Long Division - 3-4 steps (3 digit dividends) No Remainders

**Skills**

A. Understanding division

2. relationship between multiplication and division

3. vocabulary

E. Long Division - 3-4 steps (3 digit dividends) No Remainders

1. Using Touch Math

2. Using the Standard Algorithm

4. Creating Division Stories

**Assessment**

Test - Mid-Year Review Test-
**Daily Focus: What is the focus of my lesson today?**

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<td>Minilesson: Teaching Point and Demonstration</td>
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<td>Differentiation - Above Level</td>
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<td>Differentiation - Below-level</td>
<td>Lesson Reflection</td>
<td>No School - Off</td>
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**Standards**

**CC_Common Core State Standards - Mathematics (2010) - Grade 4**

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- **Cluster Statement** Use the four operations with whole numbers to solve problems.
  - **Standard 4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret \(35 = 5 \times 7\) as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
  - **Standard 4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
  - **Standard 4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

- **Cluster Statement** Gain familiarity with factors and multiples.
  - **Standard 4.OA.4** Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

**Domain 4.NBT Number and Operations in Base Ten**

- **Cluster Statement** Generalize place value understanding for multi-digit whole numbers.
  - **Standard 4.NBT.1** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
  - **Standard 4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using \(>, =, \text{ and } <\) symbols to record the results of comparisons.
  - **Standard 4.NBT.3** Use place value understanding to round multi-digit whole numbers to any place.

- **Cluster Statement** Use place value understanding and properties of operations to perform multi-digit arithmetic.
  - **Standard 4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.
  - **Standard 4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
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<td>Interactive math notebooks Smart Board Problem of the Day Packet Word Problem Packet # 3 Multiplication Practice Log Division Worksheets Graphic Organizers</td>
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### Assessment Methods
- Constructed Response (Timelines, Maps, Graphs, Cartoons)
- Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)
- Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

### Minilesson: Teaching Point and Demonstration

**Teaching Point:** Today, learners will review the standard algorithm for **solving long division with 4 steps NO remainders.** Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories, create

**Minilesson: Active Engagement and Link**

Teacher will use the Smart Notebook: Beginning Division to review & model how to use the Touch Math Division Statement, Skip Counting, and the acronym: **Does McDonalds Serve CheeseBurgers?**

### Minilesson: Connection

**Problem of the Day:** Review of subtraction, using addition to check subtraction solution, 2 by 2 or 2 by 1 multiplication, rounding, factors, long division and using multiplication to check division solution

**Review Homework:** Division WS # 10 & Word Problem Packet #59 & 60

**How does multiplication help us to understand division?**
**How are multiplication and division related?**

### Independent Work

**Partner Classwork:** Division Worksheet #6

**Homework:** Division WS Practice # 11
array, and use multiplication to check for accuracy.

**Demonstration**: Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"

**Divide Multiply Subtract Check Bring Down**

To solve long division problems with four steps NO remainders.

Teacher will review a few 4 digit dividend problems. Once learners are ready to work independently, they will complete a worksheet practicing the skills. They will work in partners to check work and create division stories.

### Projects

**Differentiation - Above Level**

Learners will work on solving more complicated activities to stretch their thinking.

**Differentiation - On-level**

Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.

**Differentiation - Below-level**

Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

Lesson Reflection

When additional time is available:
- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable
Special Education Teacher:
Will work in small group, they will receive
additional support, increased 1:1
teacher/student interaction, use of
manipulatives.

Standards
CC_Common Core State Standards - Mathematics (2010) - Grade 4
Domain 4.OA Operations and Algebraic Thinking
Cluster Statement Use the four operations with whole numbers to solve problems.
Standard 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
Standard 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
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Cluster Statement Gain familiarity with factors and multiples.
Standard 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
Cluster Statement Generate and analyze patterns.
Standard 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
Domain 4.NBT Number and Operations in Base Ten
Cluster Statement Generalize place value understanding for multi-digit whole numbers.
Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
Standard 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Standard 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.
Cluster Statement Use place value understanding and properties of operations to perform multi-digit arithmetic.
Standard 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
Standard 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
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<th>B. Homework - Multiplication Practice Log-</th>
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<tbody>
<tr>
<td>D. Long Division - 3-4 steps (3-4 digit dividends) No Remainders</td>
<td>2. relationship between multiplication and division</td>
<td>Homework - Word Problems Packet #3-</td>
</tr>
<tr>
<td></td>
<td>3. vocabulary</td>
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<td>Graphic Organizers</td>
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Assessment Methods
- ✔ Constructed Response (Timelines, Maps, Graphs, Cartoons)
- ✔ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)
- ✔ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

Daily Academic Vocabulary
- dividend
- divisor
- division (repeated subtraction)
- quotient
- remainder

Minilesson: Teaching Point and Demonstration

**Teaching Point:** Today, learners will be introduced to the standard algorithm for solving long division with 4 steps With remainders. Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories, create array, and use

Minilesson: Active Engagement and Link
Teacher will use the Smart Notebook: Beginning Division to review & model how to use the Touch Math Division Statement, Skip Counting, and the acronym: Does McDonalds Serve CheeseBurgers? Divide Multiply Subtract Check Bring Down

Problem of the Day: Review of subtraction, using addition to check subtraction solution, 2 by 2 or 2 by 1 multiplication, rounding, factors, long division and using multiplication to check division solution

Review Homework: Division WS # 11

How does multiplication help use to understand division?

How are multiplication and division related?

Independent Work

Partner Classwork:
Division Worksheet
Graphic Organizer

Homework:
Division WS Practice # 12
Multiplication Practice Log
multiplication to check for accuracy.

**Demonstration:** Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"

**To solve long division problems with four steps With remainders.**

Teacher will model 4 digit long division with remainders with students. Learners will use white boards to practice problems.

<table>
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When additional time is available:
- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable

**Lesson Reflection**

**Differentiation - On-level**

Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.

Special Education Teacher:
Will work in small group, they will receive
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Standards

CC_Common Core State Standards - Mathematics (2010) - Grade 4

Domain 4.OA Operations and Algebraic Thinking

Cluster Statement Use the four operations with whole numbers to solve problems.

Standard 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 \times 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

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Cluster Statement Gain familiarity with factors and multiples.

Standard 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Cluster Statement Generate and analyze patterns.

Standard 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Domain 4.NBT Number and Operations in Base Ten

Cluster Statement Generalize place value understanding for multi-digit whole numbers.

Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

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Division

Content
A. Understanding division
I. Long Division - 3-4 Steps (4 digit dividends) - With Remainders

Skills
A. Understanding division
2. relationship between multiplication and division
3. vocabulary
I. Long Division - 3-4 Steps (4 digit dividends) - With

Assessment
Homework - Multiplication Practice Log-
Homework - Word Problems Packet #3-

Division & Word Problems - Page 134 of 149
Remainders
1. Using Touch Math
2. Using Standard Algorithm
3. Creating Division Stories
### Daily Focus: What is the focus of my lesson today?

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#### Assessment Methods
- ✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)
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#### Daily Academic Vocabulary
- dividend
- divisor
- division (repeated subtraction)
- quotient
- remainder

### Minilesson: Teaching Point and Demonstration

**Teaching Point:** Today, learners will review the standard algorithm for solving long division with 4 steps With remainders. Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories, create array, and use multiplication to check for accuracy.

### Minilesson: Active Engagement and Link

Teacher will use the Smart Notebook:
- Beginning Division to review & model how to use the Touch Math Division Statement, Skip Counting, and the acronym:
- Does McDonalds Serve Cheese Burgers?

**Divide Multiply Subtract Check Bring Down**

### Materials
- Interactive math notebooks
- Smart Board
- Problem of the Day Packet
- Word Problem Packet #3
- Multiplication Practice Log
- Division Worksheets
- Graphic Organizers

### Problem of the Day: Review of subtraction, using addition to check subtraction solution, 2 by 2 or 2 by 1 multiplication, rounding, factors, long division and using multiplication to check division solution

### Review Homework: Division WS #12

**How does multiplication help you understand division?**

**How are multiplication and division related?**

### Independent Work

**Partner Classwork:**
- Division Worksheet
- Graphic Organizer

**Homework:**
- Division WS Practice #13
- Multiplication Practice Log
**Demonstration:** Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"

**To solve long division problems with four steps With remainders.**

Learners will work with partners to complete long division worksheet. Learners will check work with partners and verbally create division stories.

**Projects**

**Differentiation - Above Level**
Learners will work on solving more complicated activities to stretch their thinking.

**Differentiation - Below-level**
Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

When additional time is available:
- practice basic computation skills
- additional practice with the current activity
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Standard 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.
Cluster Statement Use place value understanding and properties of operations to perform multi-digit arithmetic.
Standard 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
Standard 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Standard 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Division
Content
A. Understanding division
I. Long Division - 3-4 Steps (4 digit dividends) - With

Skills
A. Understanding division
2. relationship between multiplication and division

Assessment
Homework - Multiplication Practice Log-
Homework - Word Problems Packet #3-
3. Vocabulary
   I. Long Division - 3-4 Steps (4 digit dividends) - With Remainders
      1. Using Touch Math
      2. Using Standard Algorithm
      4. Creating Division Stories
**Daily Focus: What is the focus of my lesson today?**

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</td>
<td>Learners will create verbal and written division stories. Learners will discuss and interpret remainders. Learners will need to communicate using the math vocabulary.</td>
<td>Interactive math notebooks</td>
</tr>
<tr>
<td><strong>Assessment Methods</strong></td>
<td><strong>Daily Academic Vocabulary</strong></td>
<td>Smart Board</td>
</tr>
<tr>
<td>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</td>
<td>dividend</td>
<td>Problem of the Day Packet</td>
</tr>
<tr>
<td>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</td>
<td>divisor</td>
<td>Word Problem Packet # 3</td>
</tr>
<tr>
<td>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</td>
<td>division (repeated subtraction)</td>
<td>Multiplication Practice Log</td>
</tr>
<tr>
<td></td>
<td>quotient</td>
<td>Division Worksheets</td>
</tr>
<tr>
<td></td>
<td>remainder</td>
<td>Graphic Organizers</td>
</tr>
</tbody>
</table>

**Minilesson: Teaching Point and Demonstration**

**Teaching Point:** Today, learners will review Long Division 1 digit divisor and one through 4 digit remainders. Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories, create array, and use multiplication to check for accuracy.

**Minilesson: Active Engagement and Link**

Teacher will use the Smart Notebook: Beginning Division to review & model how to use the Touch Math Division Statement, Skip Counting, and the acronym: **Does McDonalds Serve CheeseBurgers?**

<table>
<thead>
<tr>
<th>Minilesson: Connection</th>
<th>Independent Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem of the Day:</strong> Review of subtraction, using addition to check subtraction solution, 2 by 2 or 2 by 1 multiplication, rounding, factors, long division and using multiplication to check division solution</td>
<td><strong>Partner Classwork:</strong></td>
</tr>
<tr>
<td>Review Homework: Division WS # 13</td>
<td>Division Worksheet</td>
</tr>
<tr>
<td><strong>How does multiplication help use to understand division?</strong></td>
<td>Graphic Organizer</td>
</tr>
<tr>
<td><strong>How are multiplication and division related?</strong></td>
<td><strong>Homework:</strong></td>
</tr>
<tr>
<td></td>
<td>Division WS Practice</td>
</tr>
<tr>
<td></td>
<td>Multiplication Practice Log</td>
</tr>
</tbody>
</table>

Division & Word Problems - Page 140 of 149
### Demonstration:
Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"

### To solve long division problems with 1-4 digit divisors mixed with and without remainders.
Learners will work with partners to a graphic organizer. Learners will practice division stories, checking division with multiplication, and creating arrays.

<table>
<thead>
<tr>
<th>Projects</th>
<th>Differentiation - Above Level</th>
<th>Differentiation - On-level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners will work on solving more complicated activities to stretch their thinking.</td>
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<td>Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Differentiation - Below-level</th>
<th>Lesson Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</td>
<td></td>
</tr>
</tbody>
</table>

When additional time is available:
- practice basic computation skills
- additional practice with the current activity
- expanding on current activity
- IXL for computation or repeated skill practice
- problem solving practice
- any additional practice that is needed and suitable
Michele Burris  
Michele.Burris@laaa.k12.de.us  
Thursday March 13, 2014 - Division & Word Problems  
Grade 4 Math Grade 4 - Math

| Special Education Teacher:  
Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.  

| Standards  
CC_Common Core State Standards - Mathematics (2010) - Grade 4  
Domain 4.OA Operations and Algebraic Thinking  
Cluster Statement Use the four operations with whole numbers to solve problems.  
Standard 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.  
Standard 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.  
Standard 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.  
Cluster Statement Gain familiarity with factors and multiples.  
Standard 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.  
Cluster Statement Generate and analyze patterns.  
Standard 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.  
Domain 4.NBT Number and Operations in Base Ten  
Cluster Statement Generalize place value understanding for multi-digit whole numbers.  
Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.  
Standard 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.  
Standard 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.  
Cluster Statement Use place value understanding and properties of operations to perform multi-digit arithmetic.  
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| Division  
Content  
A. Understanding division  
Skills  
A. Understanding division  
Assessment  
Homework - Multiplication Practice Log-
**Michele Burris**  
Michele.Burris@laaa.k12.de.us  
**Thursday March 13, 2014 - Division & Word Problems**  
Grade 4 Math  

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
</table>
| B. Long Division - 1 Step (1-2 digit dividends) - No Remainders | 1. repeated subtraction  
2. relationship between multiplication and division  
3. vocabulary |
| C. Long Division - 2 Steps (2-3 digit dividends) - No Remainders | B. Long Division - 1 Step (1-2 digit dividends) - No Remainders  
1. Using Touch Math  
2. Using Standard Algorithm  
3. Using Arrays  
4. Creating Division Stories |
| D. Long Division - 3-4 steps (3-4 digit dividends) - No Remainders | C. Long Division - 2 Steps (2-3 digit dividends) - No Remainders  
1. Using Touch Math  
2. Using the Standard Algorithm  
3. Using Arrays  
4. Creating Division Stories |
| E. Long Division - 3-4 steps (3 digit dividends) - No Remainders | D. Long Division - 3-4 steps (3-4 digit dividends) - No Remainders  
1. Using Touch Math  
2. Using the Standard Algorithm  
3. Using Arrays  
4. Creating Division Stories |
| F. Long Division - 1 Step - With Remainders | E. Long Division - 3-4 steps (3 digit dividends) - No Remainders  
1. Using Touch Math  
2. Using the Standard Algorithm  
3. Using Arrays  
4. Creating Division Stories |
| G. Long Division - 2 Steps (2-3 digit dividends) - With Remainders | F. Long Division - 1 Step - With Remainders  
1. Using Touch Math  
2. Standard Algorithm  
3. Using Arrays  
4. Using Division Stories |
| H. Long Division - 3 Steps (3 digit dividends) - With Remainders | G. Long Division - 2 Steps (2-3 digit dividends) - With Remainders  
1. Using Touch Math  
2. Using Standard Algorithm  
3. Using Arrays  
4. Creating Division Stories |

**Homework - Word Problems Packet #3**

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Division & Word Problems - Page 143 of 149
Remainders
1. Using Touch Math
2. Using Standard Algorithm
3. Using Arrays
4. Creating Division Stories

I. Long Division - 3-4 Steps (4 digit dividends) - With
Remainders
1. Using Touch Math
2. Using Standard Algorithm
4. Creating Division Stories
Daily Focus: What is the focus of my lesson today?

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<td>Long Division Test</td>
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**Assessment Methods**
- ✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)
- ✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)
- ✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)

**Daily Academic Vocabulary**
- dividend<br>- divisor<br>- division (repeated subtraction)<br>- quotient<br>- remainder

**Minilesson: Connection**
**Problem of the Day:** Review of subtraction, using addition to check subtraction solution, 2 by 2 or 2 by 1 multiplication, rounding, factors, long division and using multiplication to check division solution

**Review Homework:** Division WS

**Independent Work**
**Long Division Test**

**Homework:**
* Multiplication Practice Log 
* DCAS Practice

**Projects**
Learners will work on solving more complicated activities to stretch their thinking.

**Differentiation - Above Level**
Learners will complete on-level practice of current activity until proficient. Learners may work on some of the Above Level and some Below Level activities as appropriate for the individual students needs. 

**Differentiation - Below-level**

Lesson Reflection
Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

When additional time is available:
- practice basic computation skills
- additional practice with the current activity
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- problem solving practice
- any additional practice that is needed and suitable

Special Education Teacher:
Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.

Standards

**Domain 4.OA Operations and Algebraic Thinking**

Cluster Statement  Use the four operations with whole numbers to solve problems.

- **Standard 4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret \(35 = 5 \times 7\) as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- **Standard 4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
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Cluster Statement  Gain familiarity with factors and multiples.

- **Standard 4.OA.4** Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
Cluster Statement  Generate and analyze patterns.
Standard 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
Domain 4.NBT Number and Operations in Base Ten
Cluster Statement  Generalize place value understanding for multi-digit whole numbers.
Standard 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
Standard 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Standard 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.
Cluster Statement  Use place value understanding and properties of operations to perform multi-digit arithmetic.
Standard 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
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<tr>
<td>Content</td>
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<td>A. Understanding division</td>
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<tr>
<td>B. Long Division - 1 Step (1-2 digit dividends)- No Remainers</td>
</tr>
<tr>
<td>C. Long Division - 2 Steps (2-3 digit dividends) - No Remainers</td>
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</tr>
<tr>
<td>E. Long Division - 3-4 steps (3 digit dividends) No Remainers</td>
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<tr>
<td>F. Long Division - 1 Step - With Remainers</td>
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<td>G. Long Division - 2 Steps (2-3 digit dividends) - With Remainers</td>
</tr>
<tr>
<td>H. Long Division - 3 Steps (3 digit dividends) - With Remainers</td>
</tr>
<tr>
<td>I. Long Division - 3-4 Steps (4 digit dividends) - With Remainers</td>
</tr>
<tr>
<td>J. Long Division - 3-4 steps (3 digit dividends)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### E. Long Division - 3-4 steps (3 digit dividends) No Remainers
1. Using Touch Math
2. Using the Standard Algorithm
3. Using Arrays
4. Creating Division Stories

### F. Long Division - 1 Step - With Remainders
1. Using Touch Math
2. Standard Algorithm
3. Using Arrays
4. Using Division Stories

### G. Long Division - 2 Steps (2-3 digit dividends) - With Remainders
1. Using Touch Math
2. Using Standard Algorithm
3. Using Arrays
4. Creating Division Stories

### H. Long Division - 3 Steps (3 digit dividends) - With Remainders
1. Using Touch Math
2. Using Standard Algorithm
3. Using Arrays
4. Creating Division Stories

### I. Long Division - 3-4 Steps (4 digit dividends) - With Remainders
1. Using Touch Math
2. Using Standard Algorithm
4. Creating Division Stories
Standards

CC: Common Core State Standards - Mathematics (2010) - Grade 4

Domain 4.OA Operations and Algebraic Thinking

Cluster Statement: Use the four operations with whole numbers to solve problems.

Standard 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

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Standard 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

Cluster Statement: Use place value understanding and properties of operations to perform multi-digit arithmetic.

Standard 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Standard 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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Long Division Test – 4. NBT.B.6

1a) Divide. Show all your work

\[ 4 \overline{) 36} \]

1b) Create an array

2a) Divide. Show all your work

\[ 5 \overline{) 708} \]

2b) Check your division with multiplication

\[ \times \quad \quad \quad \]
3a) Divide. Show all your work

4) \[ 77 \div 4 \]

3b) Create a division story. (Write NEATLY)

4a) Divide. Show all your work

8) \[ 9287 \div 8 \]

4b) Check your division with multiplication

\[ x \]
5a) Divide. Show all your work

\[ \begin{array}{c}
7 \overline{) 8304} \\
\end{array} \]

5b) Create a division story. (Write NEATLY)


6a) Divide. Show all your work

\[ \begin{array}{c}
9 \overline{) 261} \\
\end{array} \]

6b) Create an array
5. Use the following vocabulary words to fill in the blanks: dividend, divisor, quotient, and remainder. You may use a word more than once.

Place answers below:

A
B
C
D
E

6. How does multiplication help us to understand division?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________


1. Use the following digits: 7, 3, 4, 2, 8 and create the largest whole number that you can. Write the smallest number you can. Tell how you know.

2. Write the mystery number that matches the values of the digits in the table. Explain how you got your answer.

<table>
<thead>
<tr>
<th>Mystery Number</th>
<th>Digit</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>9,000</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>70,000</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

3. Bobby has 245 baseball cards. His friend Jack has 78 fewer cards than Bobby has. How many cards does Jack have? How do you know?
4. I am a 3 digit number. The digit in my hundreds place is 2 less than the digit in my tens place. The digit in my tens place is 1 more than the digit in my ones place. The digit in my ones place is 7. What number am I? Tell how you know.

5. When Mary puts 3 bananas in her magic muffin machine, she gets 9 fresh muffins. When she puts in 4 bananas, she gets 12 muffins. Five bananas give her 15 muffins. What is the relationship between the number of bananas and the number of muffins? Extend the pattern to find out how many muffins Mary would get from 9 bananas. Tell how you know.
6. Lonel collected 567 baseball cards. His friend Cody collected 398 baseball cards. How many more cards does Cody need to collect to equal Lonel’s total? How do you know?

7. During a cookie sale, Ruby sold 28 fewer boxes than Dua. Dua sold 35 fewer boxes than Ana. Ana sold 49 fewer boxes than Alana. If Alana sold 124 boxes of cookies, how many did each of the other girls sell? How do you know?

8. Over the weekend Rossy planted 92 flowers, and Fabiana planted 66 flowers. How many more flowers did Rossy plant than Fabiana? Explain how you found your answer.
<table>
<thead>
<tr>
<th>Operations &amp; Algebraic Thinking</th>
<th>4.OA.A.1</th>
<th>42</th>
<th>43</th>
<th>46a</th>
<th>46b</th>
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</thead>
<tbody>
<tr>
<td>Multiplication as a Comparison</td>
<td>4.OA.A.2</td>
<td>43</td>
<td>44</td>
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<tr>
<td>X comparison vs + Comparison</td>
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<tr>
<td>Word Problems 4 Operations</td>
<td>4.OA.A.3</td>
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<tr>
<td>Factors, Multiples, Prime &amp; Composite</td>
<td>4.OA.B.4</td>
<td>29</td>
<td>30</td>
<td>31</td>
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<tr>
<td>Patterns</td>
<td>4.OA.C.5</td>
<td>37</td>
<td>38</td>
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<tr>
<td>Word Problems 4 Operations</td>
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<tr>
<td>Numbers &amp; Operations in Base Ten</td>
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<td></td>
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<tr>
<td>Digit in one Place Value is 10x</td>
<td>4.NBT.A.1</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
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<tr>
<td>Expanded, Standard, Comparing #’s</td>
<td>4.NBT.A.2</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
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<tr>
<td>Rounding</td>
<td>4.NBT.A.3</td>
<td>10</td>
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<tr>
<td>Addition &amp; Subtraction Skills</td>
<td>4.NBT.B.4</td>
<td>1</td>
<td>2</td>
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<td>Multiplication Skills</td>
<td>4.NBT.B.5</td>
<td>6</td>
<td>7</td>
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<td>4.NBT.B.6</td>
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<td>Most recent test grades</td>
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</tbody>
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Not finished with unit.
Name: __________________________ Number: _______ Date: ____________

Mid-Year Assessment

1. 
   67,465
   + 27,557
   _______ 95,022

2. 
   5,000
   - 2,854
   _______ 2,146

3. 
   2,176
   + 5,942
   _______ 8,118

4. 
   7,321
   - 3,678
   _______ 3,643

5. 
   8,201
   - 4,947
   _______ 3,254

6. 
   4523
   x 5
   _______ 22,615

7. 
   8274
   x 4
   _______ 33,096

8. 
   34
   x 68
   _______ 2252

9. 
   62
   x 27
   _______ 1674
Round 45,028 to the 

10. Hundreds Place: ____________
11. Thousands Place: ____________
12. Ten Thousands Place: ____________

Round 60,912 to the 

13. Tens Place: ____________
14. Hundreds Place: ____________
15. Thousands Place: ____________

Write the VALUE of the underlined digit.

16. 1,378,469 ________________
17. 5,710,493 ________________
18. 92,635,018 ________________

19. What digit is in the ten thousands place in 75,260,981? ________________
20. What digit is in the hundreds place in 450,279? ________________

21. How is the 2 in the 528 different from the 2 in the number 582?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

22. How is the 7 in the 67,802 different from the 7 in the number 68,072?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Directions: Write the numbers below in either standard or expanded form

23.

**Standard Form:** 923,087

**Expanded Form:** ________________________________

24.

**Standard Form:** ________________________________

**Expanded Form:** 400,000 + 50,000 + 8,000 + 40

25.

**Standard Form:** ________________________________

**Expanded Form:** ________________________________

**Word Form:** one hundred twenty-three thousand, five hundred twenty-two

Directions: Use the <, >, or the = to sign to compare the following numbers.

26. 219,904 _____ 291,904

27. 976,500 _____ 975,600

28. 726,341 _____ 762,341

Directions: List all the factors of the numbers below.
29. List ALL the factors of 24  
30. List ALL the factors of 40  
31. List ALL the factors of 12  
32. List ALL the factors of 54  

Directions: Decide if the following numbers are Prime or Composite  
33. 21:  
34. 9:  
35. 17:  
36. 15:  

Directions: Complete the pattern below.  
37. 15, 18, 21, __, __, __  
38. 42, 49, 56, __, __, __  
39. 102, 104, 106, __, __, __  
40. __, __, __, 63, 72, 81  
41. __, __, __, 99, 110, 121  

Directions: Solve the problems below.
42. Sally is 5 years old. Her mother is 8 times as older. How old is Sally’s Mother?

43. A blue hat has a cost of $6. A red hat costs 3 times as much as a blue hat. How much does the red hat cost?

44. A pair of designer jeans costs $54 and a shirt costs $27. How many times as much does the designer jeans cost as the shirt?

45. Last summer, Max earned 5 stickers for every book he read. He earned 40 stickers in all for reading books. How many books did Max read?
46. Hannah was doing a report on animals’ sleep habits. She made the charts below to show the number of hours certain animals usually sleep each day.

<table>
<thead>
<tr>
<th>Animals</th>
<th>Bat</th>
<th>Mouse</th>
<th>Guinea Pig</th>
<th>Possum</th>
<th>Cow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of Sleep</td>
<td>20 hours</td>
<td>12 hours</td>
<td>9 hours</td>
<td>18 hours</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

Fill in the blanks to make the statements true.

a. A possum sleeps ____ times as many hours a day as a guinea pig.

b. A bat sleeps ____ times as many hours per day as a cow.