

**Michele Burris**

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**Division & Word Problems**

Grade 4 Math    Grade 4 - Math

Start Date: January 20, 2014

End Date : March 14, 2014

**Overview of My Unit**

<p>Essential Questions</p> <p>How does multiplication help use to understand division?</p> <p>How are multiplication and division related?</p> <p>When would you use division when you are among friends?</p> <p>How can you use repeated subtraction to show division?</p> <p>What is a remainder?</p> <p>How can you use models to solve a division problem?</p> <p>How can you model division problems by using arrays and area models?</p> <p>How does a fact family show how multiplication and division are related?</p> <p>How can multiplication facts help us to find quotients?</p> <p>What can happen if you choose the wrong operations to solve real world problems?</p> <p>How do you decide which strategy would be the best one to use for solving a given word problem?</p> <p>What type of strategy is your favorite to use to solve real world problems?</p> <p>Unit Reflection</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 2</p> <p>Word Problem Packet # 3</p> <p>Multiplication Practice Log</p> <p>Square Tiles</p> <p>Division WS #1</p> <p>Division WS #2</p> <p>Division WS #6</p> <p>Division WS #7</p> <p>Division WS #8</p> <p>Division WS #9</p> <p>Division WS #11</p> <p>Division WS #12</p> <p>Division WS #13</p> <p>Word Problem Math Test</p> <p>Division Graphic Organizer</p> <p>Dry Erase White Boards</p> <p>Dry Erase Markers</p> <p>Erasers</p> <p>Mid-Year Test</p> <p>Long Division Test</p>	<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li><li>✓ Portfolio Assessment (Process or Product Collections, Accomplishments Over Time)</li></ul>
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**Standards**

CC\_Common Core State Standards - Mathematics (2010) - Grade 4

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## **Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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### **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
- B. Long Division - 1 Step (1-2 digit dividends)- No Remainders
- C. Long Division - 2 Steps (2-3 digit dividends) - No Remainders
- D. Long Division - 3-4 steps (3-4 digit dividends) No Remainders

### **Skills**

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

### **Assessment**

- Division Quiz-
- Division Stories Project-
- Graphic Organizer-
- Homework - Division Worksheet # 2 ( 1 step division with NO remainders)-
- Homework - Division Worksheet #5 ( 1 step division with remainders)-

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## **Division & Word Problems**

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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-

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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

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**Monday January 20, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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

Content Objectives	Language Objectives	Materials
Assessment Methods	Daily Academic Vocabulary	Minilesson: Connection
Minilesson: Teaching Point and Demonstration	Minilesson: Active Engagement and Link	Independent Work
Projects	Differentiation - Above Level	Differentiation - On-level
Differentiation - Below-level	Lesson Reflection OFF - MLK Holiday	

**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.

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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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.

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**Tuesday January 21, 2014 - Division & Word Problems**

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**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 what it means to divide with peers and will be encouraged to use math vocabulary within the discussion.	Materials Interactive math notebooks Smart Board Problem of the Day Packet Word Problem Packet # 2 Multiplication Practice Log
Assessment Methods ✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)	Daily Academic Vocabulary dividend divisor division (repeated subtraction) quotient remainder	Minilesson: Connection <b>Problem of the Day:</b> Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems  <b>When would you use division when you are among friends?</b>
Minilesson: Teaching Point and Demonstration <b>Teaching Point:</b> Today, learners will be introduced to the concept of division.  <b>Demonstration:</b> Teacher will pose a question to students: <b>When would you use division when you are among friends?</b>	Minilesson: Active Engagement and Link Learners will be given time to answer the question in groups and share with the class.	Independent Work <b>Independent Classwork:</b> No independent work will be completed today.  <b>Homework:</b> Word Problem #18 Multiplication 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	Lesson Reflection 1/2 day due to snow...lesson above was moved	

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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

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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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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.

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**Tuesday January 21, 2014 - Division & Word Problems**

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Domain 4.NBT Number and Operations in Base Ten

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

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

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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

1.repeated subtraction

2.relationship between multiplication and division

### **Assessment**

Homework - Multiplication Practice Log-

Homework - Word Problems Packet # 2-

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**Wednesday January 22, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will discuss division vocabulary throughout the lesson.</p> <p>Learners will listen and write notes about division concepts.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 2</p> <p>Multiplication Practice Log</p>
<p>Assessment Methods</p> <p>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</p>	<p>Daily Academic Vocabulary</p> <p>dividend</p> <p>divisor</p> <p>division (repeated subtraction)</p> <p>quotient</p> <p>remainder</p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems</p> <p><b>How does multiplication help use to understand division?</b></p> <p><b>How are multiplication and division related?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> Today, learners will be introduced to the vocabulary associated with division.</p> <p><b><u>Demonstration:</u></b> 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"</p>	<p>Minilesson: Active Engagement and Link</p> <p>Learners will be taking notes on division concepts, vocabulary, division touch math statement, and the acronym:</p> <p><b><u>Does McDonalds Serve CheeseBurgers?</u></b></p> <p><b><u>Divide Multiply Subtract Check Bring Down</u></b></p> <p>If time allows, teacher will model the new concepts and allow the learners to practice.</p>	<p>Independent Work</p> <p><b><u>Independent Classwork:</u></b></p> <p>No independent work will be completed today.</p> <p><b><u>Homework:</u></b></p> <p>Word Problem # 21</p> <p>Multiplication Practice Log</p>
<p>Projects</p>	<p>Differentiation - Above Level</p> <p>Learners will work on solving more complicated activities to stretch their thinking.</p>	<p>Differentiation - On-level</p> <p>Learners will complete on-level practice of current activity until proficient. Learners may</p>

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		work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.
<p>Differentiation - Below-level Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul> <p>Special Education Teacher: Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p>	<p>Lesson Reflection Lesson moved due to snow day ...no school</p>	

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

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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## **Division**

### **Content**

A. Understanding division

### **Skills**

A. Understanding division

1. repeated subtraction

2. relationship between multiplication and division

3. vocabulary

### **Assessment**

Homework - Multiplication Practice Log-

Homework - Word Problems Packet # 2-

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**Thursday January 23, 2014 - Division & Word Problems**

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will discuss the relationship between division and multiplication.</p> <p>Learners will incorporate math vocabulary into their discussions.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 2</p> <p>Multiplication Practice Log</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p>dividend</p> <p>divisor</p> <p>division (repeated subtraction)</p> <p>quotient</p> <p>remainder</p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems</p> <p><b>How does multiplication help use to understand division?</b></p> <p><b>How are multiplication and division related?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> 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.</p> <p><b><u>Demonstration:</u></b> Teacher will review vocabulary and introduce/review division touch math statement. Teacher will introduce/review the acronym: "Does McDonalds Serve CheeseBurgers"</p>	<p>Minilesson: Active Engagement and Link</p> <p>Teacher will model how to use the Touch Math Division Statement, Skip Counting and the acronym:</p> <p><b><u>Does McDonalds Serve CheeseBurgers?</u></b></p> <p><b><u>Divide Multiply Subtract Check Bring Down</u></b></p> <p>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.</p>	<p>Independent Work</p> <p><b><u>Independent Classwork:</u></b></p> <p>Possibly worksheet #1, depending on the level of understanding achieved by students.</p> <p><b><u>Homework:</u></b></p> <p>Word Problem #22</p> <p>Multiplication Practice Log</p>

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	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 - 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  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	

**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.

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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
- 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-

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**Friday January 24, 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.	Language Objectives	Materials Interactive math notebooks Smart Board
Assessment Methods <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	Daily Academic Vocabulary dividend divisor division (repeated subtraction) quotient remainder	Minilesson: Connection <b>Problem of the Day:</b> Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems  <b>How does multiplication help use to understand division?</b> <b>How are multiplication and division related?</b>
Minilesson: Teaching Point and Demonstration <b>Teaching Point:</b> 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.  <b>Demonstration:</b> 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: <b><u>D</u>oes <u>M</u>cDonalds <u>S</u>erve <u>C</u>heese<u>B</u>urgers?</b>  <b><u>D</u>ivide <u>M</u>ultiply <u>S</u>ubtract <u>C</u>heck <u>B</u>ring <u>D</u>own</b>  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.	Independent Work <b>Independent Classwork:</b> Possibly worksheet #1, depending on the level of understanding achieved by students.  <b>Homework:</b> Word Problem # Multiplication Practice Log
Projects	Differentiation - Above Level	Differentiation - On-level

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	Learners will work on solving more complicated activities to stretch their thinking.	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.
<p>Differentiation - Below-level Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul> <p>Special Education Teacher: Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p>	Lesson Reflection	

**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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**Friday January 24, 2014 - Division & Word Problems**

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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.

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
- 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**

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**Friday January 24, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will discuss the relationship between division and multiplication.</p> <p>Learners will incorporate math vocabulary into their discussions.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 2</p> <p>Multiplication Practice Log</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p><b>dividend</b></p> <p><b>divisor</b></p> <p><b>division (repeated subtraction)</b></p> <p><b>quotient</b></p> <p><b>remainder</b></p>	<p>Minilesson: Connection</p> <p><b>Problem of the Day:</b> Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems</p> <p><b>How does multiplication help use to understand division?</b></p> <p><b>How are multiplication and division related?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b>Teaching Point:</b> 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.</p> <p><b>Demonstration:</b> Teacher will review vocabulary, division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"</p>	<p>Minilesson: Active Engagement and Link</p> <p>Teacher will model how to use the Touch Math Division Statement, Skip Counting and the acronym:</p> <p><b>Does McDonalds Serve CheeseBurgers?</b></p> <p><b>Divide Multiply Subtract Check Bring Down</b></p> <p>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.</p>	<p>Independent Work</p> <p><b>Independent Classwork:</b></p> <p>Worksheet 1 or 2 depending on the previous day</p> <p><b>Homework:</b></p> <p>Word Problem # 31, 23</p> <p>Multiplication Practice Log</p> <p>Worksheet #</p>

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	<u>This process may take 1 or 2 lessons.</u>	
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  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 changed to DCAS Review due to snow days	

**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.

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**Friday January 24, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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
- 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**

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**Monday January 27, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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

Content Objectives Review previous math concepts and objectives for DCAS review.	Language Objectives Learners will discuss word problem strategies. Learners will share/present word problem strategies.	Materials Smart board Word Problem Packets
Assessment Methods ✓ Constructed Response (Timelines, Maps, Graphs, Cartoons) ✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)	Daily Academic Vocabulary	Minilesson: Connection <b>Warm Up:</b> Problem of the Day - review subtraction, 2by2 multiplication, factors, rounding, word problems
Minilesson: Teaching Point and Demonstration <b>Teaching Point:</b> Review word problem strategies  <b>Demonstration:</b> Review Picture graph, determining operation	Minilesson: Active Engagement and Link Learners will review/practice solving word problems and determining the operation.	Independent Work <b>Group Work</b> - Learners will work on solving word problems involving picture graphs and determining operations.  <b>Homework -</b> 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	

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**Monday January 27, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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

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**Monday January 27, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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.

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**Tuesday January 28, 2014 - Division & Word Problems**

Grade 4 Math     Grade 4 - Math

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

Content Objectives Review previous math concepts and objectives for DCAS review.	Language Objectives Learners will discuss word problem strategies. Learners will share/present word problem strategies.	Materials Smart board Word Problem Packets
Assessment Methods ✓ Constructed Response (Timelines, Maps, Graphs, Cartoons) ✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)	Daily Academic Vocabulary	Minilesson: Connection <b>Warm Up:</b> Problem of the Day - review subtraction, 2by2 multiplication, factors, rounding, word problems
Minilesson: Teaching Point and Demonstration <b>Teaching Point:</b> Review word problem strategies  <b>Demonstration:</b> Review Picture graph, determining operation	Minilesson: Active Engagement and Link Learners will review/practice solving word problems and determining the operation.	Independent Work <b>Group Work</b> - Learners will work on solving word problems involving picture graphs and determining operations.  <b>Homework</b> - 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	

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**Tuesday January 28, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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

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**Tuesday January 28, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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.

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**Wednesday January 29, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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

Content Objectives	Language Objectives	Materials
Assessment Methods	Daily Academic Vocabulary	Minilesson: Connection
Minilesson: Teaching Point and Demonstration	Minilesson: Active Engagement and Link	Independent Work
Projects	Differentiation - Above Level	Differentiation - On-level
Differentiation - Below-level	Lesson Reflection No Math today due to DCAS	

**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.

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**Wednesday January 29, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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.

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**Thursday January 30, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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

Content Objectives	Language Objectives	Materials
Assessment Methods	Daily Academic Vocabulary	Minilesson: Connection
Minilesson: Teaching Point and Demonstration	Minilesson: Active Engagement and Link	Independent Work
Projects	Differentiation - Above Level	Differentiation - On-level
Differentiation - Below-level	Lesson Reflection No Math today due to DCAS	

**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.

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**Thursday January 30, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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.

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**Friday January 31, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will discuss and record division strategies and findings.</p> <p>Learners will share division ideas with a small group and present findings to the large group.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 2</p> <p>Multiplication Practice Log</p> <p>Square Tiles</p>
<p>Assessment Methods</p> <p>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</p>	<p>Daily Academic Vocabulary</p> <p>dividend</p> <p>divisor</p> <p>division (repeated subtraction)</p> <p>quotient</p> <p>remainder</p>	<p>Minilesson: Connection</p> <p><b>Problem of the Day:</b> Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems</p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b>Teaching Point:</b> Today, learners will be introduced to the concept of division through exploration.</p> <p><b>Demonstration:</b> Teacher gave each group of students 24 tiles to split evenly as many different ways as possible.</p>	<p>Minilesson: Active Engagement and Link</p> <p>Learners will work in groups of 3-4 students.</p> <p>Teacher will direct students to:</p> <ul style="list-style-type: none"><li>- make as many combinations of even groups with the tiles as possible</li><li>- record each total, number of groups, amount in each group, and draw a picture</li><li>- use all 24 tiles each time</li><li>- discuss ideas</li></ul>	<p>Independent Work</p> <p><b>Group Classwork:</b></p> <p>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).</p> <p><b>Homework:</b></p> <p>Word Problem #29 &amp; 31</p> <p>Multiplication Practice Log</p>
<p>Projects</p>	<p>Differentiation - Above Level</p> <p>Learners will work on solving more complicated activities to stretch their thinking.</p>	<p>Differentiation - On-level</p> <p>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</p>

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**Friday January 31, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

		individual students needs.
<p>Differentiation - Below-level Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul> <p>Special Education Teacher: Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p>	Lesson Reflection	

#### **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.

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**Friday January 31, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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-

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**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.	Language Objectives	Materials Interactive math notebooks Smart Board
Assessment Methods <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	Daily Academic Vocabulary <b>dividend</b> <b>divisor</b> <b>division (repeated subtraction)</b> <b>quotient</b> <b>remainder</b>	Minilesson: Connection <b><u>Problem of the Day:</u></b> Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems  <b><u>Review Homework:</u></b> Word Problems # 29 & 32
Minilesson: Teaching Point and Demonstration <b><u>Teaching Point:</u></b> Today, learners will be learning the necessary vocabulary associated with division: dividend, divisor, division, quotient. Teacher will introduce division touch math statement.  <b><u>Demonstration:</u></b> 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 statements.  Learners will take vocabulary notes.  Teacher and learners will engage in open discussion about terms, division, relationship between multiplication and division.	Independent Work <b><u>Independent Classwork:</u></b> Learners will take notes.  <b><u>Homework:</u></b> Word Problem # 33 Multiplication 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	Lesson Reflection	

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Grade 4 Math      Grade 4 - Math

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.

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.

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**Monday February 03, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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
- 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**

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**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	Language Objectives	Materials
Assessment Methods	Daily Academic Vocabulary	Minilesson: Connection
Minilesson: Teaching Point and Demonstration	Minilesson: Active Engagement and Link	Independent Work
Projects	Differentiation - Above Level	Differentiation - On-level
Differentiation - Below-level	Lesson Reflection No School - Snow Day	

**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.

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**Monday February 03, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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.

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**Tuesday February 04, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will need to state and repeat the touch math division statement.</p> <p>Learners will need to communicate using the math vocabulary.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 2</p> <p>Multiplication Practice Log</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p>dividend</p> <p>divisor</p> <p>division (repeated subtraction)</p> <p>quotient</p> <p>remainder</p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems</p> <p><b><u>Review Homework:</u></b> Word Problems # 29 &amp; 32</p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> Today, learners will be learning the necessary vocabulary associated with division: dividend, divisor, division, quotient. Teacher will introduce division touch math statement.</p> <p><b><u>Demonstration:</u></b> Teacher will introduce vocabulary and division touch math statement.</p>	<p>Minilesson: Active Engagement and Link</p> <p>Teacher will use the Smart Notebook: Beginning Division to introduce vocabulary and division touch math statement: <b>I skip count by the divisor and get as close to the dividend as possible without going over the dividend.</b></p> <p>Learners will take vocabulary notes.</p> <p>Teacher and learners will engage in open discussion about terms, division, relationship between multiplication and division.</p>	<p>Independent Work</p> <p><b><u>Independent Classwork:</u></b></p> <p>Learners will take notes.</p> <p><b><u>Homework:</u></b></p> <p>Word Problem # 33</p> <p>Multiplication Practice Log</p>
<p>Projects</p>	<p>Differentiation - Above Level</p> <p>Learners will work on solving more</p>	<p>Differentiation - On-level</p> <p>Learners will complete on-level practice of</p>

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**Tuesday February 04, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

	complicated activities to stretch their thinking.	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.
<p>Differentiation - Below-level Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul> <p>Special Education Teacher: Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p>	Lesson Reflection	

#### **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

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**Tuesday February 04, 2014 - Division & Word Problems**

**Grade 4 Math      Grade 4 - Math**

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
- 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-

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**Wednesday February 05, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will need to state and repeat the touch math division statement.</p> <p>Learners will need to communicate using the math vocabulary.</p> <p>Learners will create verbal division stories.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 2</p> <p>Multiplication Practice Log</p> <p>Division WS # 1 &amp; 2</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p>dividend</p> <p>divisor</p> <p>division (repeated subtraction)</p> <p>quotient</p> <p>remainder</p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems</p> <p><b><u>Review Homework:</u></b> Word Problems # 33</p> <p><b>How does multiplication help use to understand division?</b></p> <p><b>How are multiplication and division related?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> Today, learners will be <b>reviewing division vocabulary</b> and <b>applying the division touch math statement</b>. Learners will begin to see the connection between division and multiplication. Learners will use multiplication to solve <b>basic long division problems one step, no remainders</b>.</p>	<p>Minilesson: Active Engagement and Link</p> <p>Teacher will use the Smart Notebook: Beginning Division to review vocabulary and demonstrate how to use the division touch math statement to <b>solve basic long division problems: one step, no remainders</b>.</p> <p>Learners practiced division skills using white boards and completed the problems along with</p>	<p>Independent Work</p> <p><b><u>Independent Classwork:</u></b></p> <p>Division WS # 1</p> <p><b><u>Homework:</u></b></p> <p>Word Problem # 34</p> <p>Division WS # 2</p> <p>Multiplication Practice Log</p>

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**Wednesday February 05, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

<p><b>Demonstration:</b> Teacher will review vocabulary and demonstrate using the division touch math statement to solve division problems.</p>	<p>the teacher. The teacher had the students say the <b>Touch Math Division Statement</b> while completing the steps. Learners were also asked to <b>create verbal stories</b> and share with the class explaining what the problems was saying. For example <math>15/3 = 5</math>; I have 15 erasers and I wanted to share the erasers equally among my 3 friends so each of my friends would receive 5 erasers.</p> <p>We reviewed each problem together as an entire class and discussed the stories that were created as we went along.</p>	
<p>Projects</p>	<p>Differentiation - Above Level Learners will work on solving more complicated activities to stretch their thinking.</p>	<p>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.</p>
<p>Differentiation - Below-level Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li></ul>	<p>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.</p>	

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<ul style="list-style-type: none"><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul>	
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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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#### **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,

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Grade 4 Math    Grade 4 - Math

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
- 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 - Division Worksheet # 2 ( 1 step division with NO remainders)-
- Homework - Multiplication Practice Log-
- Homework - Word Problems Packet # 2-

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**Thursday February 06, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will need to state and repeat the touch math division statement.</p> <p>Learners will need to communicate using the math vocabulary.</p> <p>Learners will create written division stories and verbally share them with the class.</p> <p>Learners will discuss and interpret remainders.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 2</p> <p>Multiplication Practice Log</p> <p>Division WS #6</p> <p>Division WS #7</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p>dividend</p> <p>divisor</p> <p>division (repeated subtraction)</p> <p>quotient</p> <p>remainder</p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems</p> <p><b><u>Review Homework:</u></b> Word Problems # 35 &amp; Division WS # 2</p> <p><b><u>EQ's</u></b></p> <p><b>How can creating stories help me to understand division?</b></p> <p><b>How can multiplication help me with division?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> 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 <b>solve basic long division</b></p>	<p>Minilesson: Active Engagement and Link</p> <p>Teacher will use the Smart Notebook:</p> <p>Beginning Division to review vocabulary and demonstrate/review how to use the division touch math statement to solve basic one step long division problems <b><u>WITH</u></b> remainders.</p>	<p>Independent Work</p> <p><b><u>Independent Classwork:</u></b></p> <p>Division Worksheet #7 and create division stories from the worksheet. Use these stories for the Division Story Project.</p> <p><b><u>Homework:</u></b></p>

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<p><b>problems: one step <u>WITH</u> remainders.</b> Learners will continue to create division story problems to understand the concept of division.</p> <p><b><u>Demonstration:</u></b> Teacher will review vocabulary and demonstrate/review using the division touch math statement to solve division problems.</p>	<p>Learners will practice division skills using worksheets. Learners will also <b>create written stories</b> and share with the class explaining what the problems was saying. For example <math>17/3 = 5</math>; 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.</p>	<p>Complete Review Word Problem Packet Division Worksheet #6 Multiplication Practice Log</p>
<p>Projects Students will be working on Division Stories Project.</p>	<p>Differentiation - Above Level Learners will work on solving more complicated activities to stretch their thinking.</p>	<p>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.</p>
<p>Differentiation - Below-level Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul>	<p>Lesson Reflection <b><u>RTI - Tier 3 Reflection</u></b> 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 form, 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.</p> <p><b><u>Burris HR</u></b></p>	

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**Thursday February 06, 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.	Did well with the lesson today and was able to create accurate and creative division stories.  <b><u>Castiglione HR</u></b> 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.
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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.

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.

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**Thursday February 06, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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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### **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
  - 2.Using Standard Algorithm
  - 3.Using Arrays
  - 4.Creating Division Stories
- J. Word Problems

### **Assessment**

- Division Stories Project-
- Homework - Division Worksheet # 6 (1 step division with remainders)-
- Homework - Multiplication Practice Log-
- Homework - Word Problems Packet # 2-

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**Friday February 07, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will need to state and repeat the touch math division statement.</p> <p>Learners will need to communicate using the math vocabulary.</p> <p>Learners will create verbal and written division stories.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 3</p> <p>Multiplication Practice Log</p> <p>Division WS #8</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p><b>dividend</b></p> <p><b>divisor</b></p> <p><b>division (repeated subtraction)</b></p> <p><b>quotient</b></p> <p><b>remainder</b></p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems</p> <p><b><u>Review Homework:</u></b> Word Problems # 34 &amp; Division WS # 6</p> <p>students verbally created division stories as we reviewed the division HW.</p> <p><b><u>EQ's</u></b></p> <p><b>How can creating stories help me to understand division?</b></p> <p><b>How can multiplication help me with division?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> 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</p>	<p>Minilesson: Active Engagement and Link</p> <p>Learners will practiced division skills with a worksheet and division stories.</p> <p>Learners will <b>division stories</b> and share with the class explaining what the problems was</p>	<p>Independent Work</p> <p><b><u>Independent Classwork:</u></b></p> <p>Division Worksheet #7 create a division story for each problem. Use these stories for the division stories project.</p>

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**Friday February 07, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

<p>multiplication to <b>solve basic long division problems: one step <u>WITH</u> remainders.</b></p> <p><b><u>Demonstration:</u></b> Teacher will review vocabulary and demonstrate/review using the division touch math statement to solve division problems. Learners will practice creating division stories.</p>	<p>saying. For example <math>17/3 = 5</math>; 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.</p>	<p><b><u>Homework:</u></b> Word Problem # 36 &amp; #37 (Word Problem Packet # 3) Division Worksheet #8 and 2 Division stories Multiplication Practice Log</p>
<p>Projects Division Stories Project.</p>	<p>Differentiation - Above Level Learners will work on solving more complicated activities to stretch their thinking.</p>	<p>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.</p>
<p>Differentiation - Below-level Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul> <p>Special Education Teacher:</p>	<p>Lesson Reflection <b><u>RTI - Tier 3 Reflection</u></b> 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 form, 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.</p> <p><b><u>Burris HR</u></b> Did well with the lesson today and was able to</p>	

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**Friday February 07, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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  $35 = 5 \times 7$  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,

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Grade 4 Math      Grade 4 - Math

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
  - 2.relationship between multiplication and division
  - 3.vocabulary
- F. Long Division - 1 Step - With Remainders
  - 1.Using Touch Math
  - 2.Standard Algorithm
  - 3.Using Arrays
  - 4.Using Division Stories
- J. Word Problems

### **Assessment**

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

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**Monday February 10, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will need to communicate using the math vocabulary.</p> <p>Learners will create verbal division stories.</p> <p>Learners will create written division stories and verbally share them with the class.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 3</p> <p>Multiplication Practice Log</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p>dividend</p> <p>divisor</p> <p>division (repeated subtraction)</p> <p>quotient</p> <p>remainder</p>	<p>Minilesson: Connection</p> <p><b>Problem of the Day:</b> Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems</p> <p><b>Review Homework:</b> Word Problems # 36 &amp; #37 &amp; Division WS # 8 &amp; students division stories.</p> <p><b>EQ's</b></p> <p><b>How can creating stories help me to understand division?</b></p> <p><b>How can multiplication help me with division?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b>Teaching Point:</b> 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 <b>solve basic long division problems: one step WITH remainders.</b></p>	<p>Minilesson: Active Engagement and Link</p> <p>Learners will practiced division skills with a worksheet and division stories.</p> <p>Learners will <b>division stories</b> and share with the class explaining what the problems was saying. For example <math>17/3 = 5</math>; I have 17 erasers and I wanted to share the erasers</p>	<p>Independent Work</p> <p><b>Independent Classwork:</b></p> <p>Division Worksheet #7 create a division story for each problem. Use these stories for the division story project.</p> <p>Continuation of the activity from Friday.</p>

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<p><b><u>Demonstration:</u></b> Teacher will review vocabulary and demonstrate/review using the division touch math statement to solve division problems. Learners will practice creating division stories.</p>	<p>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.</p> <p>Continuation of the activity from Friday.</p>	<p><b><u>Homework:</u></b> Word Problem # 41 (Word Problem Packet # 3) Multiplication Practice Log</p>
<p>Projects Division Stories Project.</p>	<p>Differentiation - Above Level Learners will work on solving more complicated activities to stretch their thinking.</p>	<p>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.</p>
<p>Differentiation - Below-level Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul> <p>Special Education Teacher: Will work in small group, they will receive additional support, increased 1:1</p>	<p>Lesson Reflection</p>	

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**Monday February 10, 2014 - Division & Word Problems**

Grade 4 Math     Grade 4 - Math

teacher/student interaction, use of manipulatives.	
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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.

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	Skills	Assessment
A. Understanding division	A. Understanding division	Division Stories Project-
F. Long Division - 1 Step - With Remainders	2.relationship between multiplication and division	Homework - Multiplication Practice Log-
J. Word Problems	3.vocabulary	Homework - Word Problems Packet #3-
	F. Long Division - 1 Step - With Remainders	
	1.Using Touch Math	

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**Monday February 10, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

- 
- 2. Standard Algorithm
  - 3. Using Arrays
  - 4. Using Division Stories
  - J. Word Problems

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**Tuesday February 11, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will discuss the additional steps in the long division process.</p> <p>Learners will need to communicate using the math vocabulary.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 3</p> <p>Multiplication Practice Log</p> <p>Dry Erase White Boards</p> <p>Dry Erases Markers/Erasers</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p><b>dividend</b></p> <p><b>divisor</b></p> <p><b>division (repeated subtraction)</b></p> <p><b>quotient</b></p> <p><b>remainder</b></p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems</p> <p><b><u>Review Homework:</u></b> Word Problems # 41, as we review homework we will create verbal division stories.</p> <p><b>How does multiplication help use to understand division?</b></p> <p><b>How are multiplication and division related?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> Today, learners will be introduced to the standard algorithm for <b>solving long division two steps with no remainders</b>. Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories to enhance understanding.</p>	<p>Minilesson: Active Engagement and Link</p> <p>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:</p> <p><b><u>D</u>oes <u>M</u>cDonalds <u>S</u>erve <u>C</u>heese<u>B</u>urgers?</b></p> <p><b><u>D</u>ivide <u>M</u>ultiply <u>S</u>ubtract <u>C</u>heck <u>B</u>ring <u>D</u>own</b></p>	<p>Independent Work</p> <p><b><u>Independent Classwork:</u></b></p> <p>Division Worksheet</p> <p><b><u>Homework:</u></b></p> <p>Word Problem # 44</p> <p>Division WS Practice (1-3 problems)</p> <p>Multiplication Practice Log</p>

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**Tuesday February 11, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

<p><b><u>Demonstration:</u></b> Teacher will review vocabulary and review division touch math statement. Teacher will introduce the acronym: "Does McDonalds Serve CheeseBurgers"</p>	<p><b>To solve long division problems with two steps and NO remainders.</b> 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.</p>	
<p>Projects</p>	<p>Differentiation - Above Level Learners will work on solving more complicated activities to stretch their thinking.</p>	<p>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.</p>
<p>Differentiation - Below-level Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul>	<p>Lesson Reflection</p>	

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**Tuesday February 11, 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  $35 = 5 \times 7$  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

#### Skills

A. Understanding division

#### Assessment

Homework - Multiplication Practice Log-

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**Tuesday February 11, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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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  
3.Using Arrays  
4.Creating Division Stories  
J. Word Problems

Homework - Word Problems Packet #3-

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**Wednesday February 12, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will discuss the additional steps in the long division process.</p> <p>Learners will need to communicate using the math vocabulary.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 3</p> <p>Multiplication Practice Log</p> <p>Dry Erase White Boards</p> <p>Dry Erases Markers/Erasers</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p>dividend</p> <p>divisor</p> <p>division (repeated subtraction)</p> <p>quotient</p> <p>remainder</p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems</p> <p><b><u>Review Homework:</u></b> Word Problems # 44, as we review homework we will create verbal division stories.</p> <p><b>How does multiplication help use to understand division?</b></p> <p><b>How are multiplication and division related?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> Today, learners will review the standard algorithm for <b>solving long division two steps with no remainders</b>. Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories to enhance understanding.</p>	<p>Minilesson: Active Engagement and Link</p> <p>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:</p> <p><b><u>D</u>oes <u>M</u>cDonalds <u>S</u>erve <u>C</u>heese<u>B</u>urgers?</b></p> <p><b><u>D</u>ivide <u>M</u>ultiply <u>S</u>ubtract <u>C</u>heck <u>B</u>ring <u>D</u>own</b></p>	<p>Independent Work</p> <p><b><u>Independent Classwork:</u></b></p> <p>Division Worksheet</p> <p><b><u>Homework:</u></b></p> <p>Word Problem # 38</p> <p>Division WS Practice (1-3 problems)</p> <p>Multiplication Practice Log</p>

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**Wednesday February 12, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

<p><b>Demonstration:</b> Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"</p>	<p><b>To solve long division problems with two steps and NO remainders.</b> 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.</p>	
<p>Projects</p>	<p>Differentiation - Above Level Learners will work on solving more complicated activities to stretch their thinking.</p>	<p>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.</p>
<p>Differentiation - Below-level Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul>	<p>Lesson Reflection</p>	

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**Wednesday February 12, 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  $35 = 5 \times 7$  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

#### Skills

A. Understanding division

#### Assessment

Homework - Multiplication Practice Log-

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**Wednesday February 12, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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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-

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**Thursday February 13, 2014 - Division & Word Problems**

Grade 4 Math     Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will discuss the additional steps in the long division process.</p> <p>Learners will need to communicate using the math vocabulary.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 3</p> <p>Multiplication Practice Log</p> <p>Dry Erase White Boards</p> <p>Dry Erases Markers/Erasers</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p><b>dividend</b></p> <p><b>divisor</b></p> <p><b>division (repeated subtraction)</b></p> <p><b>quotient</b></p> <p><b>remainder</b></p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems</p> <p><b><u>Review Homework:</u></b> Word Problems # 38</p> <p><b>How does multiplication help use to understand division?</b></p> <p><b>How are multiplication and division related?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> Today, learners will be introduced to the standard algorithm for <b>solving long division three steps with no remainders</b>. Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories to enhance understanding.</p> <p><b><u>Demonstration:</u></b> Teacher will review</p>	<p>Minilesson: Active Engagement and Link</p> <p>Teacher will use the Smart Notebook:</p> <p>Beginning Division to review &amp; model how to use the Touch Math Division Statement, Skip Counting, and the acronym:</p> <p><b><u>D</u>oes <u>M</u>cDonalds <u>S</u>erve <u>C</u>heese<u>B</u>urgers?</b></p> <p><b><u>D</u>ivide <u>M</u>ultiply <u>S</u>ubtract <u>C</u>heck <u>B</u>ring <u>D</u>own</b></p> <p><b>To solve long division problems with three</b></p>	<p>Independent Work</p> <p><b><u>Independent Classwork:</u></b></p> <p>Division Worksheet</p> <p><b><u>Homework:</u></b></p> <p>Word Problem # 46</p> <p>Division WS Practice (1-3 problems)</p> <p>Multiplication Practice Log</p>

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**Thursday February 13, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

vocabulary and review division touch math statement. Teacher will introduce the acronym: "Does McDonalds Serve CheeseBurgers"	<b>steps and NO remainders.</b> 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 - 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  Special Education Teacher: Will work in small group, they will receive	Lesson Reflection Snow Day - No School	

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**Thursday February 13, 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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### 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	Skills	Assessment
A. Understanding division	A. Understanding division	Homework - Multiplication Practice Log-
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	

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**Thursday February 13, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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Remainders

1.Using Touch Math

2.Using the Standard Algorithm

4.Creating Division Stories

J. Word Problems

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**Friday February 14, 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.	Language Objectives Learners will be able to explain and defend word problem answers and strategies.	Materials Interactive math notebooks Smart Board Problem of the Day Packet Word Problem Packet # 3 Multiplication Practice Log Word Problems Math Test
Assessment Methods <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	Daily Academic Vocabulary dividend divisor division (repeated subtraction) quotient remainder	Minilesson: Connection <b><u>Problem of the Day:</u></b> Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems  <b><u>Review Homework:</u></b> Word Problems # 46  <b>How does multiplication help use to understand division?</b> <b>How are multiplication and division related?</b>
Minilesson: Teaching Point and Demonstration <b><u>Teaching Point:</u></b> Today, learners will be taking a word problems test from packet #1 & #2.  <b><u>Demonstration:</u></b> None.	Minilesson: Active Engagement and Link Teacher will review directions for the Word Problems Math Test.  Learners will take the Word Problems Math Test.	Independent Work <b><u>Independent Classwork:</u></b> Word Problems Math Test.  <b><u>Homework:</u></b> Word Problem # 47 & 48 Division WS Practice (1-3 problems) Multiplication 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

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**Friday February 14, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

		work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.
<p>Differentiation - Below-level Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul> <p>Special Education Teacher: Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p>	Lesson Reflection	

**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

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**Friday February 14, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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**

J. Word Problems

### **Skills**

J. Word Problems

### **Assessment**

Homework - Multiplication Practice Log-

Homework - Word Problems Packet #3-

Test - Word Problems-

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**Monday February 17, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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

Content Objectives	Language Objectives	Materials
Assessment Methods	Daily Academic Vocabulary	Minilesson: Connection
Minilesson: Teaching Point and Demonstration	Minilesson: Active Engagement and Link	Independent Work
Projects	Differentiation - Above Level	Differentiation - On-level
Differentiation - Below-level	Lesson Reflection No School - Presidents Day Holiday	

**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.

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**Monday February 17, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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.

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**Tuesday February 18, 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.	Language Objectives Learners will discuss and interpret remainders. Learners will need to communicate using the math vocabulary.	Materials Interactive math notebooks Smart Board Problem of the Day Packet Word Problem Packet # 3 Multiplication Practice Log Division Graphic Organizer
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: Connection <b><u>Problem of the Day:</u></b> Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems  <b><u>Review Homework:</u></b> Word Problems # 44, 46, 47, & 48  <b><u>Burris HR</u></b> - Collect Division Mini-Projects <b><u>Castiglione</u></b> - Division WS #1 first 2 problems only  <b>How does multiplication help use to understand division?</b> <b>How are multiplication and division related?</b>
Minilesson: Teaching Point and Demonstration <b><u>Teaching Point:</u></b> Today, learners will review the standard algorithm for <b>solving long division two steps WITH remainders</b> . 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: <b><u>Does McDonalds Serve CheeseBurgers?</u></b>	Independent Work <b><u>Independent Classwork:</u></b> Division Worksheet using Graphic Organizer  <b><u>Homework:</u></b> Word Problem # 50

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**Tuesday February 18, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

<p>will continue to create division stories to enhance understanding.</p> <p><b>Demonstration:</b> Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"</p>	<p><b><u>D</u>ivide <u>M</u>ultiply <u>S</u>ubtract <u>C</u>heck <u>B</u>ring <u>D</u>own</b></p> <p><b>To solve long division problems with two steps and remainders.</b> 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.</p>	<p>Division WS Practice (1-3 problems) Multiplication Practice Log</p>
<p>Projects</p>	<p>Differentiation - Above Level Learners will work on solving more complicated activities to stretch their thinking.</p>	<p>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.</p>
<p>Differentiation - Below-level Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul>	<p>Lesson Reflection</p>	

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**Tuesday February 18, 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  $35 = 5 \times 7$  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**

**Skills**

**Assessment**

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**Tuesday February 18, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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A. Understanding division

G. Long Division - 2 Steps (2-3 digit dividends) - With  
Remainders

J. Word Problems

A. Understanding division

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

Graphic Organizer-

Homework - Multiplication Practice Log-

Homework - Word Problems Packet #3-

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**Wednesday February 19, 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.	Language Objectives Learners will be able to explain and defend word problem answers and strategies.	Materials Word Problem Test
Assessment Methods <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	Daily Academic Vocabulary dividend divisor division (repeated subtraction) quotient remainder	Minilesson: Connection <b><u>Problem of the Day:</u></b> Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems  <b><u>Review Homework:</u></b> Word Problems # 50 Division Worksheet  <b>How does multiplication help use to understand division?</b> <b>How are multiplication and division related?</b>
Minilesson: Teaching Point and Demonstration <b><u>Teaching Point:</u></b> Today, learners will be taking a word problems test from packet #1 & #2.  <b><u>Demonstration:</u></b> None.	Minilesson: Active Engagement and Link Teacher will review directions for the Word Problems Math Test.  Learners will take the Word Problems Math Test.	Independent Work <b><u>Independent Classwork:</u></b> Word Problems Math Test.  <b><u>Homework:</u></b> Word Problem # 51 Division WS Practice (1-3 problems) Multiplication Practice Log DCAS 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 work on some of the Above Level and some

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**Wednesday February 19, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

		Below Level activities as appropriate for the individual students needs.
<p>Differentiation - Below-level Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul> <p>Special Education Teacher: Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p>	Lesson Reflection	

**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

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**Wednesday February 19, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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**

<b>Content</b>	<b>Skills</b>	<b>Assessment</b>
J. Word Problems	J. Word Problems	Homework - Word Problems Packet #3- Test - Word Problems-

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**Thursday February 20, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will discuss and interpret remainders. Learners will need to communicate using the math vocabulary.</p>	<p>Materials</p> <p>Interactive math notebooks Smart Board Problem of the Day Packet Word Problem Packet # 3 Multiplication Practice Log Graphic Organizer</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p><b>dividend</b> <b>divisor</b> <b>division (repeated subtraction)</b> <b>quotient</b> <b>remainder</b></p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems</p> <p><b><u>Review Homework:</u></b> Word Problems # 51</p> <p><b><u>Burris HR</u></b> - Collect Division Mini-Projects <b><u>Castiglione</u></b> - Division WS #1 first 2 problems only</p> <p><b>How does multiplication help use to understand division?</b> <b>How are multiplication and division related?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> Today, learners will review the standard algorithm for <b>solving long division two steps WITH remainders.</b> Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories to</p>	<p>Minilesson: Active Engagement and Link</p> <p>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: <b><u>D</u>oes <u>M</u>cDonalds <u>S</u>erve <u>C</u>heese<u>B</u>urgers?</b></p>	<p>Independent Work</p> <p><b><u>Independent Classwork:</u></b> Division Worksheet using Graphic Organizer</p> <p><b><u>Homework:</u></b> Word Problem # 52 Division WS Practice (1-3 problems)</p>

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**Thursday February 20, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

<p>enhance understanding.</p> <p><b>Demonstration:</b> Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"</p>	<p><b><u>D</u>ivide <u>M</u>ultiply <u>S</u>ubtract <u>C</u>heck <u>B</u>ring <u>D</u>own</b></p> <p><b>To solve long division problems with two steps and remainders.</b> 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.</p>	<p>Multiplication Practice Log</p>
<p>Projects</p>	<p>Differentiation - Above Level Learners will work on solving more complicated activities to stretch their thinking.</p>	<p>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.</p>
<p>Differentiation - Below-level Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul>	<p>Lesson Reflection</p>	

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**Thursday February 20, 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  $35 = 5 \times 7$  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

#### Skills

A. Understanding division

#### Assessment

Graphic Organizer-

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**Thursday February 20, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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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-

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**Friday February 21, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will need to communicate using the math vocabulary.</p> <p>Learners will discuss and interpret remainders.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 3</p> <p>Multiplication Practice Log</p> <p>Graphic Organizer</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p>dividend</p> <p>divisor</p> <p>division (repeated subtraction)</p> <p>quotient</p> <p>remainder</p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> Review of subtraction, 2 by 2 multiplication, rounding, factors, word Problems</p> <p><b><u>Review Homework:</u></b> Word Problems # 52</p> <p><b>How does multiplication help use to understand division?</b></p> <p><b>How are multiplication and division related?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> Today, learners will review the standard algorithm for <b>solving long division two steps WITH remainders.</b> Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories to enhance understanding.</p> <p><b><u>Demonstration:</u></b> Teacher will review vocabulary, review division touch math</p>	<p>Minilesson: Active Engagement and Link</p> <p>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:</p> <p><b><u>D</u>oes <u>M</u>cDonalds <u>S</u>erve <u>C</u>heese<u>B</u>urgers?</b></p> <p><b><u>D</u>ivide <u>M</u>ultiply <u>S</u>ubtract <u>C</u>heck <u>B</u>ring <u>D</u>own</b></p> <p><b>To solve long division problems with two steps and remainders.</b> Once a basic</p>	<p>Independent Work</p> <p><b><u>Independent Classwork:</u></b></p> <p>Division Worksheet using Graphic Organizer</p> <p><b><u>Homework:</u></b></p> <p>Word Problem # 53</p> <p>Division WS Practice (1-3 problems)</p> <p>Multiplication Practice Log</p>

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**Friday February 21, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

statement, and the acronym: "Does McDonalds Serve CheeseBurgers"	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.	
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  Special Education Teacher: Will work in small group, they will receive additional support, increased 1:1 teacher/student interaction, use of	Lesson Reflection	

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**Friday February 21, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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
- 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 Remainders
  - 1.Using Touch Math

#### Assessment

- Division Quiz-
- Homework - Multiplication Practice Log-
- Homework - Word Problems Packet #3-

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**Friday February 21, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

- 
- 2.Using Standard Algorithm
  - 3.Using Arrays
  - 4.Creating Division Stories
  - J. Word Problems

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**Monday February 24, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will need to communicate using the math vocabulary.</p> <p>Learners will discuss and interpret remainders.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 3</p> <p>Multiplication Practice Log</p> <p>Dry Erase White Boards</p> <p>Dry Erases Markers/Erasers</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p>dividend</p> <p>divisor</p> <p>division (repeated subtraction)</p> <p>quotient</p> <p>remainder</p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> 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</p> <p><b><u>Review Homework:</u></b> Word Problem # 53 &amp; Division WS #3</p> <p><b>How does multiplication help use to understand division?</b></p> <p><b>How are multiplication and division related?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> Today, learners will be introduced to the standard algorithm for <b>solving long division with 2 steps WITH remainders</b>. Learners will continue to see the relationship between multiplication and division. Learners will continue to create</p>	<p>Minilesson: Active Engagement and Link</p> <p>Teacher will use the Smart Notebook: Beginning Division to introduce &amp; model how to use the Touch Math Division Statement, Skip Counting, and the acronym: <b><u>D</u>oes <u>M</u>cDonalds <u>S</u>erve <u>C</u>heese<u>B</u>urgers?</b></p>	<p>Independent Work</p> <p><b><u>Independent Classwork:</u></b></p> <p>No W.S used White boards</p> <p><b><u>Homework:</u></b></p> <p>Word Problem # 54</p> <p>Multiplication Practice Log</p>

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**Monday February 24, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

<p>division stories, create array, and use multiplication to check for accuracy.</p> <p><b>Demonstration:</b> Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"</p>	<p><b><u>D</u>ivide <u>M</u>ultiply <u>S</u>ubtract <u>C</u>heck <u>B</u>ring <u>D</u>own</b></p> <p><b>To solve long division problems with two steps <u>WITH</u> remainders.</b> 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.</p>	
<p>Projects</p>	<p>Differentiation - Above Level Learners will work on solving more complicated activities to stretch their thinking.</p>	<p>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.</p>
<p>Differentiation - Below-level Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul>	<p>Lesson Reflection</p>	

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**Monday February 24, 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.	
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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.

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**

**Skills**

**Assessment**

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**Monday February 24, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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

A. Understanding division  
    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  
    4.Creating Division Stories  
J. Word Problems

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

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**Tuesday February 25, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will need to communicate using the math vocabulary.</p> <p>Learners will discuss and interpret remainders.</p> <p>Learners will create verbal and written division stories.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 3</p> <p>Multiplication Practice Log</p> <p>Division Worksheets</p> <p>Graphic Organizers</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p>dividend</p> <p>divisor</p> <p>division (repeated subtraction)</p> <p>quotient</p> <p>remainder</p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> 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</p> <p><b><u>Review Homework:</u></b> Word Problem # 54</p> <p><b>How does multiplication help use to understand division?</b></p> <p><b>How are multiplication and division related?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> Today, learners will be reviewing the standard algorithm for <b>solving long division with 2 steps WITH remainders</b>. Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories, create array, and use</p>	<p>Minilesson: Active Engagement and Link</p> <p>Teacher will use the Smart Notebook:</p> <p>Beginning Division to review &amp; model how to use the Touch Math Division Statement, Skip Counting, and the acronym:</p> <p><b><u>D</u>oes <u>M</u>cDonalds <u>S</u>erve <u>C</u>heese<u>B</u>urgers?</b></p> <p><b><u>D</u>ivide <u>M</u>ultiply <u>S</u>ubtract <u>C</u>heck <u>B</u>ring <u>D</u>own</b></p>	<p>Independent Work</p> <p><b><u>Partner Classwork:</u></b></p> <p>Division Worksheet classwork #4</p> <p><b><u>Homework:</u></b></p> <p>Division WS Homework #4</p> <p>Multiplication Practice Log</p>

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**Tuesday February 25, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

<p>multiplication to check for accuracy.</p> <p><b>Demonstration:</b> Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"</p>	<p><b>To solve long division problems with two steps <u>WITH</u> remainders.</b></p> <p>Learners will work with partners to complete division practice worksheets and creating division stories that will require learners to interpret the remainder.</p>	
<p>Projects</p>	<p>Differentiation - Above Level</p> <p>Learners will work on solving more complicated activities to stretch their thinking.</p>	<p>Differentiation - On-level</p> <p>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.</p>
<p>Differentiation - Below-level</p> <p>Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul> <p>Special Education Teacher:</p>	<p>Lesson Reflection</p>	

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**Tuesday February 25, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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

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	Skills	Assessment
A. Understanding division	A. Understanding division	Homework - Multiplication Practice Log-
G. Long Division - 2 Steps (2-3 digit dividends) - With	2.relationship between multiplication and division	Homework - Word Problems Packet #3-

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**Tuesday February 25, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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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-

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**Wednesday February 26, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will discuss and interpret remainders.</p> <p>Learners will create verbal and written division stories.</p> <p>Learners will need to communicate using the math vocabulary.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 3</p> <p>Multiplication Practice Log</p> <p>Division Worksheets</p> <p>Graphic Organizers</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p>dividend</p> <p>divisor</p> <p>division (repeated subtraction)</p> <p>quotient</p> <p>remainder</p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> 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</p> <p><b><u>Review Homework:</u></b> Division WS # 4</p> <p><b>How does multiplication help use to understand division?</b></p> <p><b>How are multiplication and division related?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> Today, learners will be reviewing the standard algorithm for <b>solving long division with 2 steps WITH remainders</b>. Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories, create array, and use</p>	<p>Minilesson: Active Engagement and Link</p> <p>Teacher will use the Smart Notebook:</p> <p>Beginning Division to review &amp; model how to use the Touch Math Division Statement, Skip Counting, and the acronym:</p> <p><b><u>D</u>oes <u>M</u>cDonalds <u>S</u>erve <u>C</u>heese<u>B</u>urgers?</b></p> <p><b><u>D</u>ivide <u>M</u>ultiply <u>S</u>ubtract <u>C</u>heck <u>B</u>ring <u>D</u>own</b></p>	<p>Independent Work</p> <p><b><u>Partner Classwork:</u></b></p> <p>Division Worksheet</p> <p>Graphic Organizer</p> <p><b><u>Homework:</u></b></p> <p>Division WS Practice HW # 5</p> <p>Multiplication Practice Log</p>

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**Wednesday February 26, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

<p>multiplication to check for accuracy.</p> <p><b>Demonstration:</b> Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"</p>	<p><b>To solve long division problems with two steps <u>With remainders.</u></b></p> <p>Learners will work with partners to complete division practice worksheets using graphic organizers.</p>	
<p>Projects</p>	<p>Differentiation - Above Level</p> <p>Learners will work on solving more complicated activities to stretch their thinking.</p>	<p>Differentiation - On-level</p> <p>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.</p>
<p>Differentiation - Below-level</p> <p>Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul> <p>Special Education Teacher:</p> <p>Will work in small group, they will receive</p>	<p>Lesson Reflection</p>	

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**Wednesday February 26, 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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### 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	Skills	Assessment
A. Understanding division	A. Understanding division	Graphic Organizer-
G. Long Division - 2 Steps (2-3 digit dividends) - With Remainders	2.relationship between multiplication and division	Homework - Division WS # 5-
J. Word Problems	3.vocabulary	Homework - Multiplication Practice Log-
	G. Long Division - 2 Steps (2-3 digit dividends) - With	Homework - Word Problems Packet #3-

**Michele Burris**

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**Wednesday February 26, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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Remainders

- 1.Using Touch Math
- 2.Using Standard Algorithm
- 3.Using Arrays
- 4.Creating Division Stories

J. Word Problems

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**Thursday February 27, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will create verbal and written division stories.</p> <p>Learners will need to communicate using the math vocabulary.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 3</p> <p>Multiplication Practice Log</p> <p>Dry Erase White Boards</p> <p>Dry Erases Markers/Erasers</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p>dividend</p> <p>divisor</p> <p>division (repeated subtraction)</p> <p>quotient</p> <p>remainder</p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> 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</p> <p><b><u>Review Homework:</u></b> Division WS # 5</p> <p><b>How does multiplication help use to understand division?</b></p> <p><b>How are multiplication and division related?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> Today, learners will be introduced to the standard algorithm for <b>solving long division with 3 steps NO remainders</b>. Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories, create array, and use</p>	<p>Minilesson: Active Engagement and Link</p> <p>Teacher will use the Smart Notebook: Beginning Division to introduce &amp; model how to use the Touch Math Division Statement, Skip Counting, and the acronym: <b><u>D</u>oes <u>M</u>cDonalds <u>S</u>erve <u>C</u>heese<u>B</u>urgers?</b></p> <p><b><u>D</u>ivide <u>M</u>ultiply <u>S</u>ubtract <u>C</u>heck <u>B</u>ring <u>D</u>own</b></p>	<p>Independent Work</p> <p><b><u>Independent Classwork:</u></b></p> <p>n/a</p> <p><b><u>Homework:</u></b></p> <p>Word Problem # 56</p> <p>Multiplication Practice Log</p>

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**Thursday February 27, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

<p>multiplication to check for accuracy.</p> <p><b>Demonstration:</b> Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"</p>	<p><b>To solve long division problems with three steps <u>NO remainders</u>.</b> 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.</p>	
<p>Projects</p>	<p>Differentiation - Above Level Learners will work on solving more complicated activities to stretch their thinking.</p>	<p>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.</p>
<p>Differentiation - Below-level Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul>	<p>Lesson Reflection</p>	

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**Thursday February 27, 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.	
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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.

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	Skills	Assessment
A. Understanding division	A. Understanding division	Homework - Multiplication Practice Log-

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**Thursday February 27, 2014 - Division & Word Problems**

**Grade 4 Math      Grade 4 - Math**

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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-

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

Grade 4 Math      Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will create verbal and written division stories.</p> <p>Learners will need to communicate using the math vocabulary.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 3</p> <p>Multiplication Practice Log</p> <p>Division Worksheets</p> <p>Graphic Organizers</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p>dividend</p> <p>divisor</p> <p>division (repeated subtraction)</p> <p>quotient</p> <p>remainder</p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> 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</p> <p><b><u>Review Homework:</u></b> Word Problem # 56</p> <p><b>How does multiplication help use to understand division?</b></p> <p><b>How are multiplication and division related?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> Today, learners will be reviewing the standard algorithm for <b>solving long division with 3 steps NO remainders.</b> 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</p>	<p>Minilesson: Active Engagement and Link</p> <p>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:</p> <p><b><u>D</u>oes <u>M</u>cDonalds <u>S</u>erve <u>C</u>heese<u>B</u>urgers?</b></p> <p><b><u>D</u>ivide <u>M</u>ultiply <u>S</u>ubtract <u>C</u>heck <u>B</u>ring <u>D</u>own</b></p>	<p>Independent Work</p> <p><b><u>Partner Classwork:</u></b></p> <p>Division Worksheet</p> <p><b><u>Homework:</u></b></p> <p>Word Problem # 57 &amp; 58</p> <p>Division WS Practice # 6</p> <p>Multiplication Practice Log</p>

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

Grade 4 Math      Grade 4 - Math

accuracy.  <b>Demonstration:</b> Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"	<b>To solve long division problems with three steps <u>No remainders.</u></b>  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  Special Education Teacher:	Lesson Reflection	

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

Grade 4 Math      Grade 4 - Math

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

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**

<b>Content</b>	<b>Skills</b>	<b>Assessment</b>
A. Understanding division	A. Understanding division	Homework - Division WS # 6-
D. Long Division - 3-4 steps (3-4 digit dividends) No	2.relationship between multiplication and division	Homework - Multiplication Practice Log-

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

Grade 4 Math      Grade 4 - Math

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Remainders

J. Word Problems

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-

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**Monday March 03, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will discuss and interpret remainders. Learners will need to communicate using the math vocabulary.</p>	<p>Materials</p> <p>Interactive math notebooks Smart Board Problem of the Day Packet Word Problem Packet # 3 Multiplication Practice Log Division Worksheets Graphic Organizers</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p><b>dividend</b> <b>divisor</b> <b>division (repeated subtraction)</b> <b>quotient</b> <b>remainder</b></p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> 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</p> <p><b><u>Review Homework:</u></b> Word Problem # 57 &amp; 58 Division WS #6</p> <p><b>How does multiplication help use to understand division?</b> <b>How are multiplication and division related?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> Today, learners will be introduced to the standard algorithm for <b>solving long division with 3 steps WITH remainders</b>. Learners will continue to see the relationship between multiplication and division. Learners will continue to create</p>	<p>Minilesson: Active Engagement and Link</p> <p>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: <b><u>D</u>oes <u>M</u>cDonalds <u>S</u>erve <u>C</u>heese<u>B</u>urgers?</b></p>	<p>Independent Work</p> <p><b><u>Partner Classwork:</u></b> Division Worksheet # 4 Graphic Organizer</p> <p><b><u>Homework:</u></b> Division WS Practice #7</p>

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**Monday March 03, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

<p>division stories, create array, and use multiplication to check for accuracy.</p> <p><b><u>Demonstration:</u></b> Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"</p>	<p><b><u>Divide</u> <u>Multiply</u> <u>Subtract</u> <u>Check</u> <u>Bring Down</u></b></p> <p><b>To solve long division problems with three steps <u>With remainders.</u></b></p> <p>Learners will work with partners to complete division practice worksheets.</p>	<p>Multiplication Practice Log</p>
<p>Projects</p>	<p>Differentiation - Above Level</p> <p>Learners will work on solving more complicated activities to stretch their thinking.</p>	<p>Differentiation - On-level</p> <p>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.</p>
<p>Differentiation - Below-level</p> <p>Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul> <p>Special Education Teacher:</p> <p>Will work in small group, they will receive</p>	<p>Lesson Reflection</p> <p>No School Today - Snow Day</p> <p>Moved this lesson to Tuesday</p>	

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**Monday March 03, 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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### 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
- 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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**Monday March 03, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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Remainders

J. Word Problems

Remainders

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

1.Using Touch Math

2.Using Standard Algorithm

4.Creating Division Stories

J. Word Problems

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**Tuesday March 04, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will discuss and interpret remainders. Learners will need to communicate using the math vocabulary.</p>	<p>Materials</p> <p>Interactive math notebooks Smart Board Problem of the Day Packet Word Problem Packet # 3 Multiplication Practice Log Division Worksheets Graphic Organizers</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p>dividend divisor division (repeated subtraction) quotient remainder</p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> 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</p> <p><b><u>Review Homework:</u></b> Word Problem # 57 &amp; 58 Division WS #6</p> <p><b>How does multiplication help use to understand division?</b> <b>How are multiplication and division related?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> Today, learners will be introduced to the standard algorithm for <b>solving long division with 3 steps WITH remainders</b>. Learners will continue to see the relationship between multiplication and division. Learners will continue to create</p>	<p>Minilesson: Active Engagement and Link</p> <p>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: <b><u>D</u>oes <u>M</u>cDonalds <u>S</u>erve <u>C</u>heese<u>B</u>urgers?</b></p>	<p>Independent Work</p> <p><b><u>Partner Classwork:</u></b> Division Worksheet # 4 Graphic Organizer</p> <p><b><u>Homework:</u></b> Division WS Practice #7</p>

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**Tuesday March 04, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

<p>division stories, create array, and use multiplication to check for accuracy.</p> <p><b><u>Demonstration:</u></b> Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"</p>	<p><b><u>Divide</u> <u>Multiply</u> <u>Subtract</u> <u>Check</u> <u>Bring</u> <u>Down</u></b></p> <p><b>To solve long division problems with three steps <u>With remainders.</u></b></p> <p>Learners will work with partners to complete division practice worksheets.</p>	<p>Multiplication Practice Log</p>
<p>Projects</p>	<p>Differentiation - Above Level</p> <p>Learners will work on solving more complicated activities to stretch their thinking.</p>	<p>Differentiation - On-level</p> <p>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.</p>
<p>Differentiation - Below-level</p> <p>Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul> <p>Special Education Teacher:</p> <p>Will work in small group, they will receive</p>	<p>Lesson Reflection</p>	

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**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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### 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	Skills	Assessment
A. Understanding division	A. Understanding division	Homework - Multiplication Practice Log-
D. Long Division - 3-4 steps (3-4 digit dividends) No Remainders	2.relationship between multiplication and division 3.vocabulary	Homework - Word Problems Packet #3-
H. Long Division - 3 Steps (3 digit dividends) - With	D. Long Division - 3-4 steps (3-4 digit dividends) No	Homework Division WS # 7-

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**Tuesday March 04, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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Remainders

J. Word Problems

Remainders

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

1.Using Touch Math

2.Using Standard Algorithm

4.Creating Division Stories

J. Word Problems

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**Wednesday March 05, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will create verbal division stories.</p> <p>Learners will need to communicate using the math vocabulary.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 3</p> <p>Multiplication Practice Log</p> <p>Division Worksheets</p> <p>Graphic Organizers</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p>dividend</p> <p>divisor</p> <p>division (repeated subtraction)</p> <p>quotient</p> <p>remainder</p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> 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</p> <p><b><u>Review Homework:</u></b> Division WS #7</p> <p><b>How does multiplication help use to understand division?</b></p> <p><b>How are multiplication and division related?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> Today, learners will review the standard algorithm for <b>solving long division with 4 steps NO remainders.</b></p> <p>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</p>	<p>Minilesson: Active Engagement and Link</p> <p>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:</p> <p><b><u>D</u>oes <u>M</u>cDonalds <u>S</u>erve <u>C</u>heese<u>B</u>urgers?</b></p> <p><b><u>D</u>ivide <u>M</u>ultiply <u>S</u>ubtract <u>C</u>heck <u>B</u>ring <u>D</u>own</b></p>	<p>Independent Work</p> <p><b><u>Partner Classwork:</u></b></p> <p>Division Worksheet # 7</p> <p>Graphic Organizer</p> <p><b><u>Homework:</u></b></p> <p>Division WS Practice #9</p> <p>Multiplication Practice Log</p>

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**Wednesday March 05, 2014 - Division & Word Problems**

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<p>accuracy.</p> <p><b>Demonstration:</b> Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"</p>	<p><b>To solve long division problems with four steps <u>NO remainders.</u></b></p> <p>Learners will work in partners to complete division worksheet. Learners will check/discuss work with partners and verbally create division stories</p>	
<p>Projects</p>	<p>Differentiation - Above Level</p> <p>Learners will work on solving more complicated activities to stretch their thinking.</p>	<p>Differentiation - On-level</p> <p>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.</p>
<p>Differentiation - Below-level</p> <p>Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul> <p>Special Education Teacher:</p>	<p>Lesson Reflection</p>	

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**Wednesday March 05, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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

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**

<b>Content</b>	<b>Skills</b>	<b>Assessment</b>
A. Understanding division	A. Understanding division	Homework - Multiplication Practice Log-
D. Long Division - 3-4 steps (3-4 digit dividends) No	2.relationship between multiplication and division	Homework - Word Problems Packet #3-

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**Wednesday March 05, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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Remainders

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

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**Thursday March 06, 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.	Language Objectives Learners will write and defend solutions to problems.	Materials Mid-Year Test
Assessment Methods <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	Daily Academic Vocabulary dividend divisor division (repeated subtraction) quotient remainder	Minilesson: Connection <u>n/a</u>
Minilesson: Teaching Point and Demonstration <b>Teaching Point:</b> Today, learners will be taking a mid-year review test.	Minilesson: Active Engagement and Link n/a	Independent Work <b><u>Mid Year Review Test</u></b>  <b><u>Homework:</u></b> Division WS Practice # 10 Word problems Packet #59 & #60 Multiplication 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	

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**Thursday March 06, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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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**Thursday March 06, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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**

<b>Content</b>	<b>Skills</b>	<b>Assessment</b>
A. Understanding division	A. Understanding division	Test - Mid-Year Review Test-
E. Long Division - 3-4 steps (3 digit dividends) No Remainders	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	

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**Friday March 07, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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

Content Objectives	Language Objectives	Materials
Assessment Methods	Daily Academic Vocabulary	Minilesson: Connection
Minilesson: Teaching Point and Demonstration	Minilesson: Active Engagement and Link	Independent Work
Projects	Differentiation - Above Level	Differentiation - On-level
Differentiation - Below-level	Lesson Reflection No School - Off	

**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.

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**Friday March 07, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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.

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**Monday March 10, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will discuss solutions and error corrections.</p> <p>Learners will need to communicate using the math vocabulary.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 3</p> <p>Multiplication Practice Log</p> <p>Division Worksheets</p> <p>Graphic Organizers</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p>dividend</p> <p>divisor</p> <p>division (repeated subtraction)</p> <p>quotient</p> <p>remainder</p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> 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</p> <p><b><u>Review Homework:</u></b> Division WS # 10 &amp; Word Problem Packet #59 &amp; 60</p> <p><b>How does multiplication help use to understand division?</b></p> <p><b>How are multiplication and division related?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> Today, learners will review the standard algorithm for <b>solving long division with 4 steps NO remainders.</b> Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories, create</p>	<p>Minilesson: Active Engagement and Link</p> <p>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:</p> <p><b><u>D</u>oes <u>M</u>cDonalds <u>S</u>erve <u>C</u>heese<u>B</u>urgers?</b></p>	<p>Independent Work</p> <p><b><u>Partner Classwork:</u></b></p> <p>Division Worksheet #6</p> <p>Graphic Organizer</p> <p><b><u>Homework:</u></b></p> <p>Division WS Practice # 11</p>

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**Monday March 10, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

<p>array, and use multiplication to check for accuracy.</p> <p><b><u>Demonstration:</u></b> Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"</p>	<p><b><u>Divide</u> <u>M</u>ultiply <u>S</u>ubtract <u>C</u>heck <u>B</u>ring <u>D</u>own</b></p> <p><b>To solve long division problems with four steps <u>NO remainders.</u></b></p> <p>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.</p>	<p>Multiplication Practice Log</p>
<p>Projects</p>	<p>Differentiation - Above Level</p> <p>Learners will work on solving more complicated activities to stretch their thinking.</p>	<p>Differentiation - On-level</p> <p>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.</p>
<p>Differentiation - Below-level</p> <p>Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul>	<p>Lesson Reflection</p>	

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**Monday March 10, 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.	
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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.

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**

**Skills**

**Assessment**

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**Monday March 10, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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A. Understanding division

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

A. Understanding division

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

Homework - Multiplication Practice Log-

Homework - Word Problems Packet #3-

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**Tuesday March 11, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will discuss and interpret remainders.</p> <p>Learners will need to communicate using the math vocabulary.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 3</p> <p>Multiplication Practice Log</p> <p>Division Worksheets</p> <p>Graphic Organizers</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p><b>dividend</b></p> <p><b>divisor</b></p> <p><b>division (repeated subtraction)</b></p> <p><b>quotient</b></p> <p><b>remainder</b></p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> 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</p> <p><b><u>Review Homework:</u></b> Division WS # 11</p> <p><b>How does multiplication help use to understand division?</b></p> <p><b>How are multiplication and division related?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> Today, learners will be introduced to the standard algorithm for <b>solving long division with 4 steps <u>With remainders</u></b>. Learners will continue to see the relationship between multiplication and division. Learners will continue to create division stories, create array, and use</p>	<p>Minilesson: Active Engagement and Link</p> <p>Teacher will use the Smart Notebook:</p> <p>Beginning Division to review &amp; model how to use the Touch Math Division Statement, Skip Counting, and the acronym:</p> <p><b><u>D</u>oes <u>M</u>cDonalds <u>S</u>erve <u>C</u>heese<u>B</u>urgers?</b></p> <p><b><u>D</u>ivide <u>M</u>ultiply <u>S</u>ubtract <u>C</u>heck <u>B</u>ring <u>D</u>own</b></p>	<p>Independent Work</p> <p><b><u>Partner Classwork:</u></b></p> <p>Division Worksheet</p> <p>Graphic Organizer</p> <p><b><u>Homework:</u></b></p> <p>Division WS Practice # 12</p> <p>Multiplication Practice Log</p>

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**Tuesday March 11, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

<p>multiplication to check for accuracy.</p> <p><b><u>Demonstration:</u></b> Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"</p>	<p><b>To solve long division problems with four steps <u>With remainders.</u></b></p> <p>Teacher will model 4 digit long division with remainders with students. Learners will use white boards to practice problems.</p>	
<p>Projects</p>	<p>Differentiation - Above Level</p> <p>Learners will work on solving more complicated activities to stretch their thinking.</p>	<p>Differentiation - On-level</p> <p>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.</p>
<p>Differentiation - Below-level</p> <p>Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul> <p>Special Education Teacher:</p> <p>Will work in small group, they will receive</p>	<p>Lesson Reflection</p>	

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Grade 4 Math    Grade 4 - Math

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

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	Skills	Assessment
A. Understanding division	A. Understanding division	Homework - Multiplication Practice Log-
I. Long Division - 3-4 Steps (4 digit dividends) - With	2.relationship between multiplication and division	Homework - Word Problems Packet #3-
Remainders	3.vocabulary	
	I. Long Division - 3-4 Steps (4 digit dividends) - With	

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**Tuesday March 11, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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Remainders

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

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**Wednesday March 12, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will create verbal division stories.</p> <p>Learners will discuss and interpret remainders.</p> <p>Learners will need to communicate using the math vocabulary.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 3</p> <p>Multiplication Practice Log</p> <p>Division Worksheets</p> <p>Graphic Organizers</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p><b>dividend</b></p> <p><b>divisor</b></p> <p><b>division (repeated subtraction)</b></p> <p><b>quotient</b></p> <p><b>remainder</b></p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> 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</p> <p><b><u>Review Homework:</u></b> Division WS # 12</p> <p><b>How does multiplication help use to understand division?</b></p> <p><b>How are multiplication and division related?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> Today, learners will review the standard algorithm for <b>solving long division with 4 steps <u>With remainders.</u></b> 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.</p>	<p>Minilesson: Active Engagement and Link</p> <p>Teacher will use the Smart Notebook:</p> <p>Beginning Division to review &amp; model how to use the Touch Math Division Statement, Skip Counting, and the acronym:</p> <p><b><u>D</u>oes <u>M</u>cDonalds <u>S</u>erve <u>C</u>heese<u>B</u>urgers?</b></p> <p><b><u>D</u>ivide <u>M</u>ultiply <u>S</u>ubtract <u>C</u>heck <u>B</u>ring <u>D</u>own</b></p>	<p>Independent Work</p> <p><b><u>Partner Classwork:</u></b></p> <p>Division Worksheet</p> <p>Graphic Organizer</p> <p><b><u>Homework:</u></b></p> <p>Division WS Practice # 13</p> <p>Multiplication Practice Log</p>

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**Wednesday March 12, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

<p><b><u>Demonstration:</u></b> Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"</p>	<p><b>To solve long division problems with four steps <u>With remainders.</u></b></p> <p>Learners will work with partners to complete long division worksheet. Learners will check work with partners and verbally create division stories.</p>	
<p>Projects</p>	<p>Differentiation - Above Level Learners will work on solving more complicated activities to stretch their thinking.</p>	<p>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.</p>
<p>Differentiation - Below-level Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul> <p>Special Education Teacher:</p>	<p>Lesson Reflection</p>	

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**Wednesday March 12, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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

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	Skills	Assessment
A. Understanding division	A. Understanding division	Homework - Multiplication Practice Log-
I. Long Division - 3-4 Steps (4 digit dividends) - With	2.relationship between multiplication and division	Homework - Word Problems Packet #3-

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**Wednesday March 12, 2014 - Division & Word Problems**

Grade 4 Math    Grade 4 - Math

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Remainders

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

**Michele Burris**

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**Thursday March 13, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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

<p>Content Objectives</p> <p>Learners will be able to complete long division problems with and without remainders up to four-digit dividends and one-digit divisors.</p>	<p>Language Objectives</p> <p>Learners will create verbal and written division stories.</p> <p>Learners will discuss and interpret remainders.</p> <p>Learners will need to communicate using the math vocabulary.</p>	<p>Materials</p> <p>Interactive math notebooks</p> <p>Smart Board</p> <p>Problem of the Day Packet</p> <p>Word Problem Packet # 3</p> <p>Multiplication Practice Log</p> <p>Division Worksheets</p> <p>Graphic Organizers</p>
<p>Assessment Methods</p> <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	<p>Daily Academic Vocabulary</p> <p>dividend</p> <p>divisor</p> <p>division (repeated subtraction)</p> <p>quotient</p> <p>remainder</p>	<p>Minilesson: Connection</p> <p><b><u>Problem of the Day:</u></b> 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</p> <p><b><u>Review Homework:</u></b> Division WS # 13</p> <p><b>How does multiplication help use to understand division?</b></p> <p><b>How are multiplication and division related?</b></p>
<p>Minilesson: Teaching Point and Demonstration</p> <p><b><u>Teaching Point:</u></b> Today, learners will review <b>Long Division 1 digit divisor and one through 4 digit remainders.</b> 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.</p>	<p>Minilesson: Active Engagement and Link</p> <p>Teacher will use the Smart Notebook:</p> <p>Beginning Division to review &amp; model how to use the Touch Math Division Statement, Skip Counting, and the acronym:</p> <p><b><u>D</u>oes <u>M</u>cDonalds <u>S</u>erve <u>C</u>heese<u>B</u>urgers?</b></p> <p><b><u>D</u>ivide <u>M</u>ultiply <u>S</u>ubtract <u>C</u>heck <u>B</u>ring <u>D</u>own</b></p>	<p>Independent Work</p> <p><b><u>Partner Classwork:</u></b></p> <p>Division Worksheet</p> <p>Graphic Organizer</p> <p><b><u>Homework:</u></b></p> <p>Division WS Practice</p> <p>Multiplication Practice Log</p>

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**Thursday March 13, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

<p><b><u>Demonstration:</u></b> Teacher will review vocabulary, review division touch math statement, and the acronym: "Does McDonalds Serve CheeseBurgers"</p>	<p><b>To solve long division problems with 1-4 digit divisors mixed with and without remainders.</b></p> <p>Learners will work with partners to a graphic organizer. Learners will practice division stories, checking division with multiplication, and creating arrays.</p>	
<p>Projects</p>	<p>Differentiation - Above Level</p> <p>Learners will work on solving more complicated activities to stretch their thinking.</p>	<p>Differentiation - On-level</p> <p>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.</p>
<p>Differentiation - Below-level</p> <p>Learners will work in small group, receive additional support, increased 1:1 teacher/student interaction, use of manipulatives.</p> <p>When additional time is available:</p> <ul style="list-style-type: none"><li>- practice basic computation skills</li><li>- additional practice with the current activity</li><li>- expanding on current activity</li><li>- IXL for computation or repeated skill practice</li><li>- problem solving practice</li><li>- any additional practice that is needed and suitable</li></ul>	<p>Lesson Reflection</p>	

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**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  $35 = 5 \times 7$  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.

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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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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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-

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**Thursday March 13, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

B. Long Division - 1 Step (1-2 digit dividends)- No  
Remainders  
C. Long Division - 2 Steps (2-3 digit dividends) - No  
Remainders  
D. Long Division - 3-4 steps (3-4 digit dividends) No  
Remainders  
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

1.repeated subtraction  
2.relationship between multiplication and division  
3.vocabulary  
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  
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

Homework - Word Problems Packet #3-

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**Thursday March 13, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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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

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**Friday March 14, 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.	Language Objectives Learners will create verbal and written division stories. Learners will discuss and interpret remainders.	Materials Long Division Test
Assessment Methods <ul style="list-style-type: none"><li>✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)</li><li>✓ Performance Assessment (Playing Instruments, Speaking, Lab Reports, Physical Activity)</li><li>✓ Individual Communication (Explain Understanding, Describe Process, Opinion or Argument Writing)</li></ul>	Daily Academic Vocabulary dividend divisor division (repeated subtraction) quotient remainder	Minilesson: Connection <b><u>Problem of the Day:</u></b> 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  <b><u>Review Homework:</u></b> Division WS  <b>How does multiplication help use to understand division?</b> <b>How are multiplication and division related?</b>
Minilesson: Teaching Point and Demonstration <b><u>Teaching Point:</u></b> Today, learners will take a long division TEST	Minilesson: Active Engagement and Link	Independent Work <b><u>Long Division Test</u></b>  <b><u>Homework:</u></b> Multiplication Practice Log DCAS 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 work on some of the Above Level and some Below Level activities as appropriate for the individual students needs.
Differentiation - Below-level	Lesson Reflection	

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Grade 4 Math      Grade 4 - Math

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.

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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**Friday March 14, 2014 - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

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	Skills	Assessment
A. Understanding division	A. Understanding division	Homework - Multiplication Practice Log-
B. Long Division - 1 Step (1-2 digit dividends)- No Remainders	1.repeated subtraction	Homework - Word Problems Packet #3-
C. Long Division - 2 Steps (2-3 digit dividends) - No Remainders	2.relationship between multiplication and division	Test - Long Division-
D. Long Division - 3-4 steps (3-4 digit dividends) No Remainders	3.vocabulary	
E. Long Division - 3-4 steps (3 digit dividends) No Remainders	B. Long Division - 1 Step (1-2 digit dividends)- No Remainders	
F. Long Division - 1 Step - With Remainders	1.Using Touch Math	
G. Long Division - 2 Steps (2-3 digit dividends) - With Remainders	2.Using Standard Algorithm	
H. Long Division - 3 Steps (3 digit dividends) - With Remainders	3.Using Arrays	
I. Long Division - 3-4 Steps (4 digit dividends) - With Remainders	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	
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	4.Creating Division Stories	

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Grade 4 Math      Grade 4 - Math

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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
- 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

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## **Standards Summary - Division & Word Problems**

Grade 4 Math      Grade 4 - Math

January 20, 2014 through March 14, 2014

### **Standards**

CC\_Common Core State Standards - Mathematics (2010) - Grade 4

Domain 4.OA Operations and Algebraic Thinking

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Name: \_\_\_\_\_ Number: \_\_\_\_\_

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

X \_\_\_\_\_

3a) Divide. Show all your work

$$4 \overline{) 77}$$

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

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4a) Divide. Show all your work

$$8 \overline{) 9287}$$

4b) Check your division with multiplication

X \_\_\_\_\_

5a) Divide. Show all your work

$$7 \overline{)8304}$$

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

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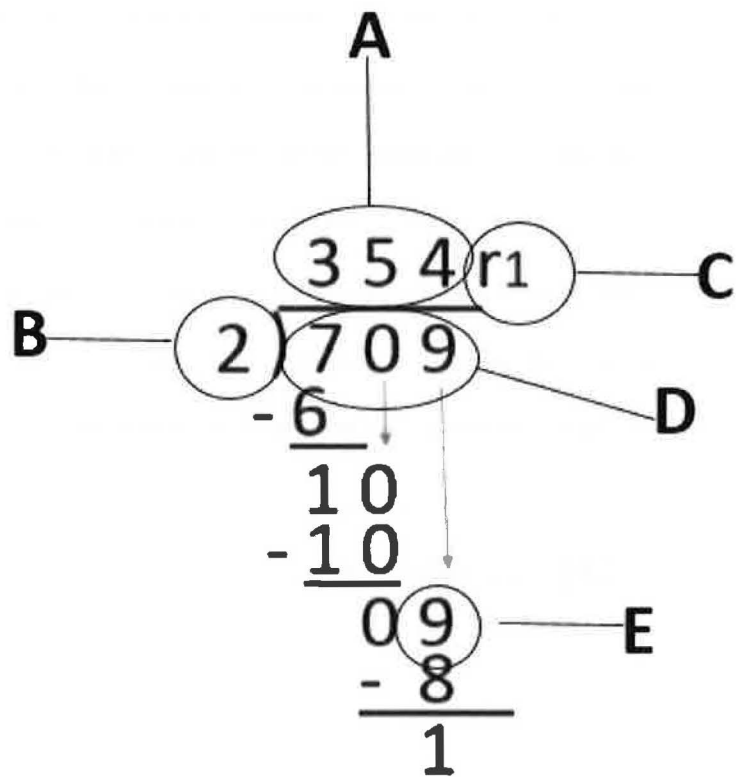
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6a) Divide. Show all your work

$$9 \overline{)261}$$

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?

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Name: \_\_\_\_\_ Number: \_\_\_\_\_

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.

Mystery Number	
Digit	Value
4	40
9	9,000
5	500
7	70,000
1	1

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. Ionel collected 567 baseball cards. His friend Cody collected 398 baseball cards. How many more cards does Cody need to collect to equal Ionel'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.



Operations & Algebraic Thinking										
Multiplication as a Comparison	4.OA.A.1	42	43	46a	46b					
X comparison vs + Comparison	4.OA.A.2	43	44	45						
Word Problems 4 Operations	4.OA.A.3	Most recent test grades								
Factors, Multiples, Prime & Composite	4.OA.B.4	29	30	31	32	33	34	35	36	
Patterns	4.OA.C.5	37	38	39	40	41				
Numbers & Operations in Base Ten										
Digit in one Place Value is 10x	4.NBT.A.1	16	17	18	19	20	21	22		
Expanded, Standard, Comparing #'s	4.NBT.A.2	23	24	25	26	27	28			
Rounding	4.NBT.A.3	10	11	12	13	14	15			
Addition & Subtraction Skills	4.NBT.B.4	1	2	3	4	5				
Multiplication Skills	4.NBT.B.5	6	7	8	9					
Division	4.NBT.B.6	Not finished with unit.								

Name: \_\_\_\_\_ Number: \_\_\_\_\_ Date: \_\_\_\_\_

Mid-Year Assessment

1.

$$\begin{array}{r} 67,465 \\ + 27,557 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 5,000 \\ - 2,854 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 2,176 \\ + 5,942 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 7,321 \\ - 3,678 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 8,201 \\ - 4,947 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 4523 \\ \times 5 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 8274 \\ \times 4 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 34 \\ \times 68 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 62 \\ \times 27 \\ \hline \end{array}$$

**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?

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

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**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.

<b>Animals</b>	<b>Bat</b>	<b>Mouse</b>	<b>Guinea Pig</b>	<b>Possum</b>	<b>Cow</b>
<b>Hours of Sleep</b>	20 hours	12 hours	9 hours	18 hours	4 hours

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

