Jan. Gr 4 My Math Unit 6: Divide by one digit numbers

Content Area: **Math**
Course(s):
Time Period: **January**
Length: **4-5 Weeks**
Status: **Obsolete**

Unit Overview

Students will learn strategies to divide by two digit numbers.

Enduring Understandings

We can usse a model for division.

We divide with and without remainders.

We can estimate quotients by rounding.

We can mentally divide using basic facts.

We can follow steps to solve division problems that result in 2,3 and 4 digit quotients.

Essential Questions

How does division affect numbers?

Instructional Strategies & Learning Activities

Lesson	Objective	Material &Manipulatives	Vocabulary	Standard
Lesson 1 *pp. 329-334* **Divide Multiples of 10, 100, and 1,000**	Use basic facts and patterns to divide mentally.			**4.NBT.1 4.NBT.6 4.OA.4** **Major Cluster** **MP 1, 2, 3, 4, 5, 7, 8**
Lesson 2 *pp. 335-340* **Estimate Quotients**	Estimate quotients, using compatible numbers, basic facts, and place	• multiplication and division flash cards	**compatible numbers**	**4.NBT.3, 4.NBT.6**

	value.			**Major Cluster** **MP 1, 2, 3, 4, 8**
Lesson 3 *pp. 341-346* **Hands On: Use Place Value to Divide**	Use place value and models to explore dividing by one-digit numbers.	• base-ten blocks • counters	**remainder**	**4.NBT.6** **Major Cluster** **MP 1, 2, 3, 4, 5, 7**
Lesson 4 *pp. 347-352* **Problem-Solving Investigation: Make a Model**	Solve problems by making a model.	• play coins • base-ten blocks		**4.NBT.6** **Major Cluster** **MP 1, 2, 3, 4, 5**
Lesson 5 *pp. 353-358* **Divide with Remainders**	Divide with remainders and check using multiplication and addition.	• base-ten blocks • index cards • counters		**4.NBT.6** **Major Cluster** **MP 1, 2, 3, 4, 7, 8**
Lesson 6 *pp. 359-364* **Interpret Remainders**	Interpret what the remainder means in the context of a division problem.	• counters		**4.NBT.6** **Major Cluster** **MP 2, 3, 4, 5, 6**
		Check My Progress		
Lesson 7 *pp. 367-372* **Place the First Digit**	Determine where to place the first digit when dividing.	• base-ten blocks		**4.NBT.6** **Major Cluster** **MP 1, 2, 3, 4, 5, 6, 7, 8**
Lesson 8 *pp. 373-378* **Hands-On: Distributive Property and Partial Quotients**	Use the Distributive Property and partial quotients to divide.		**partial quotients**	**4.NBT.6** **Major Cluster** **MP 1, 3, 5, 6, 8**
Lesson 9 *pp. 379-384* **Divide Greater Numbers**	Solve division problems with greater numbers.	• grid paper		**4.NBT.6** **Major Cluster** **MP 1, 2, 3, 5, 6, 7, 8**
		Check My Progress		
Lesson 10 *pp. 387-392* **Quotients with Zeros**	Solve division problems that result in quotients that have zeros.	• base-ten blocks		**4.NBT.6** **Major Cluster** **MP 1, 2, 3, 5, 6**
Lesson 11 *pp. 393-*	Solve multi-step word	• base-ten blocks		**4.OA.3**

398 **Solve Multi-Step Word Problems**	problems using more than one operation.	**Major Cluster**

MP 2, 4, 6, 7

Fluency Practice
My Review and Reflect

Integration of Career Readiness, Life Literacies and Key Skills

WRK.9.2.5.CAP	Career Awareness and Planning
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.2	Identify how you might like to earn an income.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
TECH.9.4.5.CT	Critical Thinking and Problem-solving
TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Technology and Design Integration

- SMARTboard technology
- Google Applications (documents, forms, spreadsheets, presentation)
- Dreambox
- Online textbook

CS.3-5.8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
CS.3-5.8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
CS.3-5.DA	Data & Analysis
	Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.

Interdisciplinary Connections

Leveled readers, "What is recycling?"

LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Differentiation

-Reteach Master

-Hands-On Activity

-Enrich Master

Modifications & Accommodations

IEP and 504 accommodations will be utilized.

Provide an outline of material to be covered

-Individualized assignments, e.g., length, number, due date, topic

-Allow student to use technology-online textbook

-Use of graphic organizers

-Use highlighter for key information

-Read directions, passages, and word problems aloud as needed-online presentation

-Use of calculator and matrix for multiplication and division

-Provide textbook in audio format

-Demonstrate directions and procedures/give examples

Benchmark Assessments

-AIMS Web

-Diagnostic and EOY Assessments

Formative Assessments

Check My Progress

-My Chapter Review

-Homework Practice

-Independent Practice

Summative Assessments

Chapter 6 assessments

Instructional Materials

See materials listed above.

Standards

MA.4.OA.A.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.
MA.4.OA.B.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.
MA.4.NBT.A.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.
MA.4.NBT.B.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.