Unit 6 - Divide by a One-Digit Number

Content Area: **Mathematics**
Course(s):
Time Period: **December**
Length: **3-4 weeks**
Status: **Published**

Unit Overview

Unit 6 connects with the theme of Let's Travel!, which centers around fun places to visit, such as museums, parks, and vacation destinations. Students will learn the different aspects of division, and that the division process is one of repeated calculations: estimation, multiplication, and then subtraction.When students internalize this process, they can transition more easily to dividing greater numbers and later to dividing decimals.

Essential Questions

"How does division affect numbers?"

Content

Divide Multiples of 10, 100, and 1,000

Estimate Quotients

Hands On: Use Place Value to Divide

Problem-Solving Investigation: Make a Model

Divide with Remainders

Interpret Remainders

Place the First Digit

Hands-On: Distributive Property and Partial Quotients

Divide Greater Numbers

Quotients with Zeros

Solve Multi-Step Word Problems

Skills

Use basic facts and patterns to divide mentally.

Estimate quotients, using compatible numbers, basic facts, and place value.

Use place value and models to explore dividing by one-digit numbers.

Solve problems by making a model.

Divide with remainders and check using multiplication and addition.

Interpret what the remainder means in the context of a division problem.

Determine where to place the first digit when dividing.

Use the Distributive Property and partial quotients to divide.

Solve division problems with greater numbers.

Solve division problems that result in quotients that have zeros.

Solve multi-step word problems using more than one operation.

Assessments

Online Readiness Quiz

Vocabulary Check

Concept Check - Check My Progress

Chapter Test

Teacher Observation

Lessons/Learning Scenarios

MyMath Grade 4

Chapter 6: Lessons 1-11

Standards

CCSS.Math.Content.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.
CCSS.Math.Content.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.
CCSS.Math.Content.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.
CCSS.Math.Content.4.NBT.A.3	Use place value understanding to round multi-digit whole numbers to any place.
CCSS.Math.Content.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.

Resources

MyMath Grade 4: McGraw-Hill (2012)

- base-ten blocks
- multiplication and division flash cards
- counters
- play coins
- grid paper