ObjectiveProceduresMaterialsEvaluatioUse place valueMonday: 4.9 Investigate Model"Go Math"Teacherunderstanding andThe teacher will:"The teacher will:Textbookobservation:properties ofI. Have students practice 12 powerful words/UNRAAVEL complete BellPrometheancheck foroperations toRingerPrometheancheck for	Name: James Watson	sion Date: Monday	Grade Level: 4 th
Use place value understanding and properties ofMonday: 4.9 Investigate Model"Go Math"TeacherI. Have students practice 12 powerful words/UNRAAVEL complete BellTextbookobservation: teacher willoperations toRingerPrometheancheck for	Objective	Procedures Materials	Evaluation
perform multi-digit arithmetic;2. Introduce the objective using base-ten blocks to model division with regrouping.Formethy Board2. Introduce the objective using base-ten blocks to model division with 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.2. Introduce the objective using base-ten blocks to the number of groups, the number in each cacher, along with whole numbers to solve problems;Mini Winiteboardunderstanding during the "I with the transment" between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays and/or area models.2. Introduce the objective using base-ten the function cander bocks", have students use their Math Board to explain their thinking. 9. Intervention Strategies- All students that shown difficulty will receive individual help from regular Ed Teacher, along with group members. Cooperative groups will be used to implement this lesson. (Also, students will be remediate at special period)Discuss to sone the steps" page 1744 (7-8) "Problem Solving." Problem Solving.PencilUse the four individual help from regular Ed Teacher, along with group members. Cooperative groups will be used to implement this lesson. (Also, students will be remediate at special period)PencilUse the four individual help from regular Ed Teacher, along with group members. Cooperative groups will be used to implement this lesson. (Also, students will be remediate at special period) <td>Use place value understanding and properties of operations to perform multi-digit arithmetic; CC.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. Use the four operations with whole numbers to solve problems;</td> <td>ProceduresMaterialsgate Model"Go Math" Textbookice 12 powerful words/UNRAAVEL complete Bell"Go Math" Textbooktive using base-ten blocks to model division withPromethean Boardce new vocabulary. accessing prior knowledge by having students to ding basic facts through 81 -F 9. Have students write the number in each group, and the quotient for each switch roles several times. Have students use their their thinking. Questions and AnswersMini Whiteboardguestions and AnswersResponse Clickersthe phrase "equally among3 classes" mean? ton will be used to solve the problem?Math Notebookstrate a clear example. tudent Textbook, 173 (1-3) "Divide using base-ten s use their Math Board to explain their thinking. <u>nt Practice</u> page 173 (4-6) Divide, draw quick the steps" page 1744 (7-8) "Problem Solving." estions to check for understanding. egies- All students that shown difficulty will receive egular Ed Teacher, along with group members. ill be used to implement this lesson. (Also, students becial period) <i>Question</i>: How can you use base-ten blocks toMaterials</td> <td>Evaluation Teacher observation: the teacher will check for understanding during the "I do"/ "We do" Oral response: students will interact during the "I do"/ "We do" Summative Assessment</td>	Use place value understanding and properties of operations to perform multi-digit arithmetic; CC.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. Use the four operations with whole numbers to solve problems;	ProceduresMaterialsgate Model"Go Math" Textbookice 12 powerful words/UNRAAVEL complete Bell"Go Math" Textbooktive using base-ten blocks to model division withPromethean Boardce new vocabulary. accessing prior knowledge by having students to ding basic facts through 81 -F 9. Have students write the number in each group, and the quotient for each switch roles several times. Have students use their their thinking. Questions and AnswersMini Whiteboardguestions and AnswersResponse Clickersthe phrase "equally among3 classes" mean? ton will be used to solve the problem?Math Notebookstrate a clear example. tudent Textbook, 173 (1-3) "Divide using base-ten s use their Math Board to explain their thinking. <u>nt Practice</u> page 173 (4-6) Divide, draw quick the steps" page 1744 (7-8) "Problem Solving." estions to check for understanding. egies- All students that shown difficulty will receive egular Ed Teacher, along with group members. ill be used to implement this lesson. (Also, students becial period) <i>Question</i> : How can you use base-ten blocks toMaterials	Evaluation Teacher observation: the teacher will check for understanding during the "I do"/ "We do" Oral response: students will interact during the "I do"/ "We do" Summative Assessment

CC.4.OA.3 Solve		
multistep word	The students will:	
problems posed with	1. Discuss new vocabulary.	
whole numbers and	2. Share prior knowledge of dividing basic facts.	
having whole-number	3. Complete <u>Guided Practice</u> Student Textbook, 1/3 (1-3) "Divide using	
answers using the four	base-ten blocks ", student will use their Math Board to practice and explain their thinking	
operations, including	4 Work independently Own Your Own page 173 (4-6) Divide draw	
problems in which	auick pictures and record the steps" page 1744 (7-8) "Problem	
remainders must be	Solving."	
interpreted. Represent	5. Ask and answer questions.	
these problems using	6. Exit Ticket: Clickers- Essential Question: How can you use base-ten	
equations with a letter	blocks to model division with regrouping?	
standing for the		
unknown quantity.	Reteach: 4.9 R36 Model Division With Regrouping	
Assess the	*Early Finishers: Case 21 practice items	
reasonableness of	*Enrichment / Extension: Lesson 4.9 Division Drving	
answers using mental	Student Workbook n E36	
computation and	*Remediation: work in small groups to reinforce objective	
estimation strategies	* Compass Learning	
including rounding.		
	Accommodation: Modifications and accommodations will be use	
<u>Mathematical</u>	according to the instructions of the Special Education Teacher.	
Practices:	<u>The instruction teacher will :</u>	
	1. Assist all students struggling to master content	
CC.K-12MP.2	 Pull outs (as needed) Remedial assistance Provide specific learning style that the classroom teacher does not 	
Reason abstractly and	3. FIGVIDE Specific learning style that the classicon teacher does not address	
quantitatively.	address	
CC.K-12MP.4 Model		
with mathematics.		

*For each lesson plan, do the following:*1). Identify the domain 2). Align with the standards

3). State the benchmark 4). Address diversity 5). Infuse technology

Name: James Watson	Name of Unit: Division	Date:	Grade
		Monday	Level: 4 th
Objective	Procedures	Materials	Evaluation
Use place value	Tuesday: 4.10 Place the First Digit	"Go	Teacher
understanding and	The teacher will:	Math"	observation:
properties of	1. Have students practice 12 powerful words/UNRAAVEL complete	Textbook	the teacher
operations to perform	Bell Ringer		will check for
multi-digit arithmetic;	2. Introduce the objective of using place value to determine where to place the first	Promethe	understanding
CC.4.NBT.6 Find	digit of a quotient. (CC.4.OA.4)	an Board	during the "I
whole-number quotients	3. Review and introduce new vocabulary.		do"/ "We do"
and remainders with up	4. Engage students by accessing prior knowledge by reviewing estimating quotients.	Mini	
to four-digit dividends	Write the example below on the board.	Willi Wibitahaa	Oral
and one-digit divisors,	2)900	winteboa	response:
using strategies based on	Between which two numbers is the quotient? 400 and 500	ra	students will
place value, the	Estimate the quotient. (450) Repeat with other 2- and 3-digit dividends	-	interact
properties of operations,	divided by 1-digit divisors.	Dry	during the "I
and/or the relationship		Erase	do"/ "We do"
between multiplication	3. Model and demonstrate a clear example of dividing by 1-digit divisors. Have	Markers	
and division. Illustrate	students share their work with the class.		Summativa
and explain the		Response	Aggaggmont
calculation by using	Questions and Answers	Clickers	Assessment
equations, rectangular	Discuss the problem:		
arrays and/or area	Why is correctly placing the first digit important?	Math	
models.	Which method, estimation or place value, do you find easier to use to place	Notebook	
Use the four energies	the first digit of the equation? Explain	s	
Use the four operations		3	
with whole numbers to	4. Guided Practice Student Textbook, page 177 (1-3) "Model the division on the	Danail	
Solve problems;	grid", have students use their Math Board to explain their thinking.	Pencii	
multistan word problems	5. Provide Independent Practice, <u>Own Your Own</u> , page 1/7 (4-15) "Divide." page		
numstep word problems	/8 (16-19) "Problem Solving."		
pumbers and having	6. Ask and answer questions to check for understanding.		
whole number ensurers	/. Intervention Strategies- All students that shown difficulty will receive individual		
whole-number answers	help from regular Ed Teacher, along with group members. Cooperative groups will be		

using the four	used to implement this lesson. (Also, students will be remediate at special period)	
operations, including	10. Closure- Essential Question: How can you use place value to determine	
problems in which	where to place the first digit of a quotient?	
remainders must be		
interpreted. Represent	The students will:	
these problems using	1. Review and discuss new vocabulary.	
equations with a letter	2. Share prior knowledge of division.	
standing for the	3. Complete Guided Practice Student Textbook, page 177 (1-3) "Model the division	
unknown quantity.	on the grid", and use their Math Board to practice and explain their thinking.	
Assess the	4. Work independently, Student Textbook, Own Your Own, page 177 (4-15) "Divide."	
reasonableness of	Page 78 (16-19) "Problem Solving."	
answers using mental		
computation and		
estimation strategies	5. Ask and answer questions.	
including rounding.		
	Exit Ticket : Clickers- <u>Essential Question</u> : How can you use place value to	
Mathematical	determine where to place the first digit of a quotient?	
Practices:		
	*Enrichment / Extension: Lesson 4.10 How Many Digits,	
CC.K-12MP.2 Reason	Student Workbook p. E37	
abstractly and	*Remediation: work in small groups to reinforce objective	
quantitatively.	Reteach 4.6 R37 Place the First Digit	
CC.K-12MP.4 Model	*Early Finishers: Case 21 practice items	
with mathematics.	* Compass Learning	
	Accommodation: Modifications and accommodations will be use according to the	
	instructions of the <mark>Special Education Teacher</mark> .	
	The instruction teacher will :	
	 Assist all students struggling to master content 	
	Pull outs (as needed) Remedial assistance	
	Provide specific learning style that the classroom teacher does not address	

For each lesson plan, do the following:1). Identify the domain 2). Align with the standards 3). State the benchmark 4). Address diversity 5). Infuse technology

Name: James Watson	Name of Unit: Division	Date: Monday	Grade Level: 4 th
Objective	Procedures	Materials	Evaluation
Use place value	Wednesday: 4.11 Divide by 1-Digit Numbers	"Go Math"	Teacher observation:
understanding and	The teacher will:	Textbook	the teacher will check
properties of operations to perform multi-digit	1. Have students practice 12 powerful words/UNRAAVEL complete Bell Ringer	Promethean Board	for understanding during the "I do"/ "We
CC.4.NBT.6 Find whole-number quotients	 Introduce the objective of dividing multi-digit numbers by 1-digit divisors. 	Mini Whiteboard	Oral response:
and remainders with up to four-digit dividends	CC.4.OA.4) 3. Review and introduce new vocabulary.	Dry Erase Markers	students will interact during the "I do"/ "We
and one-digit divisors,	4. Engage students by accessing prior knowledge by using <i>i</i> / Tools to create Input	Response Clickers	do"
using strategies based on place value, the properties of operations.	/Output tables that involve division by 1-digit divisors. (This /Tool will not allow division with remainders.)	Math Notebooks	Summative Assessment
and/or the relationship	Ouestions and Answers	Pencil	
between multiplication	Discuss the problem:		
and division. Illustrate	Why do we use division to solve this problem		
and explain the	Why do we use 3 as the divisor?		
calculation by using	> What will the quotient represent?		
equations, rectangular	Will the quotient be closer to 100 or 200?		
arrays and/or area models.	 5. Model and demonstrate a clear example. 6. Guided Practice Student Textbook, page 181 (1-4) "Divide." have students use their 		
Use the four operations	Math Board to explain their thinking.		
with whole numbers to	7. Provide Independent Practice, Own Your Own, page		
solve problems;	181-182 (5-13) "Divide and Check." Mid –Problem		
CC.4.OA.3 Solve	Solving 182 (14-18).		
multistep word problems	8. Ask and answer questions to check for understanding.		
	9. Intervention Strategies- All students that shown difficulty		

posed with whole	will receive individual help from regular Ed Teacher, along	
numbers and having	with group members. Cooperative groups will be used to	
whole-number answers	implement this lesson. (Also, students will be remediate at	
using the four operations,	special period)	
including problems in	10. Closure- <u>Essential Question</u> : How can you use place	
which remainders must	value to determine where to place the first digit of a	
be interpreted. Represent	quotient?	
these problems using		
equations with a letter	<u>The students will:</u>	
standing for the unknown	1. Discuss and review new vocabulary.	
quantity. Assess the	2. Snare prior knowledge using <i>l</i> / 1 ools.	
reasonableness of	(1-4) "Divide" and use their Math Board to explain their	
answers using mental	thinking	
computation and	4. Complete Independent Practice, Own Your Own, page	
estimation strategies	181-182 (5-13) "Divide and Check." Mid –Problem	
including rounding.	Solving 182 (14-18).	
	5. Ask and answer questions.	
Mathematical Practices:	6. Assign Homework- Student Workbook Standard Practice	
	4.9 page. P85	
CC.K-12MP.2 Reason	Standard Practice 4.10 page. P87	
abstractly and	/. Exit Ticket: Clickers- <u>Essential Question:</u> How can you	
quantitatively.	use place value to determine where to place the first digit of a quotient?	
CC.K-12MP.4 Model	or a quotient:	
with mathematics.	*Enrichment/Extension: Lesson 4.11 What is Left	
	Over,	
	Student Workbook p. E38	
	*Remediation: work in small groups to reinforce	
	objective	
	Reteach 4.6 R38 Divide by 1-Digit Numbers	
	*Early Finishers: Case 21 practice items	
	* Compass Learning	

*For each lesson plan, do the following:*1). Identify the domain 2). Align with the standards

ith the standards 3). State the benchmark 4). Address diversity 5). Infuse technology

Name: James Watson	Name of Unit: Division	Date:	Grade
		Monday	Level: 4 th
Objective	Procedures	Materials	Evaluation
Use place value	Thursday: 4.11 Multistep Division Problems	"Go	Teacher
understanding and	The teacher will:	Math"	observation:
properties of	1. Introduce the objective of using partial quotients to divide.(CC.4.OA.3)	Textbook	the teacher
operations to perform	2. Review and introduce new vocabulary.		will check for
multi-digit arithmetic;	3. Engage students by accessing prior knowledge by allowing students to draw bar	Promethe	understanding
CC.4.NBT.6 Find	models for the following word problems:	an Board	during the "I
whole-number quotients	Sam had 25 oranges. He divided them equally among 5 people. How many	un Dourd	do"/ "We do"
and remainders with up	oranges did each person get?	Mini	
to four-digit dividends	Deb had 14 apples. She gave 2 apples to each person. How many people got	Willi Wibitahaa	Oral
and one-digit divisors,	apples?	winteboa	response:
using strategies based on	Questions and Answers	rd	students will
place value, the	Discuss the problem:		interact
properties of operations,		Dry	during the "I
and/or the relationship	How does making a diagram help you?	Erase	do"/ "We do"
between multiplication	What does the first bar model represent?	Markers	
and division. Illustrate	What does the second bar model represent?		G
and explain the	What name might you give to the way you checked your answer in	Response	Summative
calculation by using	Exercise 2?	Clickers	Assessment
equations, rectangular	4. Model and demonstrate a clear example.	Chenens	
arrays and/or area	5. Guided Practice Student Textbook, page 185(1-4) " Draw bar	Math	
models.	models for the following division word problems" have students use their Math	Notobook	
	Board to explain their thinking.	Notebook	
Use the four operations	6. Complete Independent Practice, Own Your Own, page 186 (5-10).	S	
with whole numbers to	7. Ask and answer questions to check for understanding.		
solve problems;	8. Intervention Strategies- All students that shown difficulty will receive individual	Pencil	
CC.4.OA.3 Solve	help from regular Ed Teacher, along with group members. Cooperative groups will be		
multistep word problems	used to implement this lesson. (Also, students will be remediate at special period)		
posed with whole	9. Closure- <i>Essential Question:</i> How can you use the strategy draw a diagram to		
numbers and having			

whole-number answers	solve multistep division problems?	
using the four	The students will:	
operations, including	1. Discuss and review new vocabulary. (partial quotient)	
problems in which	2. Share prior knowledge by drawing bar models for division word problems:	
remainders must be	3. Complete Guided Practice Student Textbook, page 185(1-4) "Draw bar models	
interpreted. Represent	for the following division word problems", and use their Math Board to explain their	
these problems using	thinking.	
equations with a letter	4. Complete Independent Practice, Own Your Own, page 186 (5-10).	
standing for the	5. Ask and answer questions.	
unknown quantity.	6. Exit Ticket: Clickers- Essential Question: How can you use the strategy draw a	
Assess the	diagram to solve multistep division problems?	
reasonableness of		
answers using mental	*Enrichment / Extension: Lesson 4.12 It's a Riddle,	
computation and	Student Workbook p. E39	
estimation strategies	*Remediation: work in small groups to reinforce objective	
including rounding.	Reteach 4.6 R39 Problem Solving Multistep Division Problems	
Mathematical	*Early Finishers: Case 21 practice items	
<u>Mathematical</u>	* Compass Learning	
Practices:		
CC V 12MD 2 Dessen	Accommodation: Modifications and accommodations will be use according to the	
abstractly and	instructions of the Special Education Teacher.	
augustitatively		
CC K-12MP 4 Model	The instruction teacher will :	
with mathematics	1. Assist all students struggling to master content	
with mathematics.	2. Pull outs (as needed) Remedial assistance	
	3. Provide specific learning style that the classroom teacher does not address	

*For each lesson plan, do the following:*1). Identify the domain 2). Align with the standards

3). State the benchmark 4). Address diversity 5). Infuse technolog

Name: James Watson	Name of Unit: Division	Date:	Grade Level:
		Monday	4 th
Objective	Procedures	Materials	Evaluation
Use place value understanding and	Friday: Summative Assessment pages 187-190 (1-23)	"Go Math"	Teacher
properties of operations to perform	Use the <i>Chapter Review/Test</i> to assess students' progress in	Textbook	observation:
multi-digit arithmetic;	Chapter 4.		the teacher
CC.4.NBT.6 Find whole-number	Review with the students the essential question for the chapter.	Promethean	will check for
quotients and remainders with up to		Board	understanding
four-digit dividends and one-digit	<u>Chapter Essential Question:</u> How can you divide by 1-digit		during the "I
divisors, using strategies based on place	numbers?	Mini	do"/ "We do"
value, the properties of operations,		Whiteboard	
and/or the relationship between	Ask the following to focus students' thinking:	() Interoute	Oral
and explain the calculation by using	Flow can you use remainders in division	Dry Frase	response:
and explain the calculation by using	Problems:	Markers	students will
models	 How can you estimate quotients: How can you model division with a 1-digit 	WIGI KCI S	interact
	divisor?	Pernonse	during the "I
Use the four operations with whole	Teacher will:	Clickorg	do"/ "We do"
numbers to solve problems:	1. Have students practice 12 powerful words/UNRAAVEL	CHERCIS	
CC.4.OA.3 Solve multistep word	complete Bell Ringer	Moth	Summative
problems posed with whole numbers	2. Provide assessment to check for students' understanding	Natahaala	Assessment
and having whole-number answers	of the subject matter.	Notebooks	
using the four operations, including		D '1	
problems in which remainders must be	Students will:	Pencil	
interpreted. Represent these problems	1. Complete assessment on objective to show understanding		
using equations with a letter standing	of subject matter.		
for the unknown quantity. Assess the	2. Accommodation: Modifications and accommodations		
reasonableness of answers using mental	will be use according to the instructions of the Special		
computation and estimation strategies	Education Teacher.		
including rounding.			
Mathematical Practices:			
Mamematical Fractices:			

CC.K-12MP.2 Reason abstractly and		
quantitatively.		
CC.K-12MP.4 Model with		
mathematics.		

*For each lesson plan, do the following:*1). Identify the domain 2). Align with the standards 3). State the benchmark 4). Address diversity 5). Infuse technology