

MVSU NCLB 2016 Summer Reading Institute  
Lesson Plan Template

Name: James Watson	Name of Unit: Division	Date: Monday	Grade Level: 4 <sup>th</sup>
Objective	Procedures	Materials	Evaluation
<p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic;</b> <b>CC.4.NBT.6</b> 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.</p> <p><b>Use the four operations with whole numbers to solve problems;</b></p>	<p><b>Monday: 4.9 Investigate Model</b> <b>The teacher will:</b></p> <ol style="list-style-type: none"> <li>Have students practice 12 powerful words/UNRAAVEL complete <b>Bell Ringer</b></li> <li>Introduce the objective using base-ten blocks to model division with regrouping. <b>(CC.4.NBT.6)</b></li> <li>Review and introduce new vocabulary.</li> <li>Engage students by accessing <b>prior knowledge</b> by having students to create models for dividing basic facts through 81 -F 9. Have students write the number of groups, the number in each group, and the quotient for each model. Have students switch roles several times. Have students use their Math Board to explain their thinking. <i>Questions and Answers</i></li> </ol> <p><b>Discuss the problem:</b></p> <ul style="list-style-type: none"> <li>➤ <b>What does the phrase “equally among 3 classes” mean?</b></li> <li>➤ <b>What operation will be used to solve the problem?</b></li> <li>➤ <b>Why is division used to solve the problem?</b></li> </ul> <ol style="list-style-type: none"> <li><b>Model</b> and demonstrate a clear example.</li> <li><b>Guided Practice</b> Student Textbook, 173 (1-3) <b>“Divide using base-ten blocks”</b>, have students use their Math Board to explain their thinking.</li> <li>Provide <b>Independent Practice</b> page 173 (4-6) <b>Divide, draw quick pictures and record the steps”</b> page 174 (7-8) <b>“Problem Solving.”</b></li> <li>Ask and answer questions to check for understanding.</li> <li><b>Intervention Strategies-</b> 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)</li> <li><b>Closure- <i>Essential Question:</i> How can you use base-ten blocks to model division with regrouping?</b></li> </ol>	<p>“Go Math” Textbook</p> <p>Promethean Board</p> <p>Mini Whiteboard</p> <p>Dry Erase Markers</p> <p>Response Clickers</p> <p>Math Notebooks</p> <p>Pencil</p>	<p><b>Teacher observation:</b> the teacher will check for understanding during the “I do”/ “We do”</p> <p><b>Oral response:</b> students will interact during the “I do”/ “We do”</p> <p><b>Summative Assessment</b></p>

<p><b>CC.4.OA.3</b> 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.</p> <p><b><u>Mathematical Practices:</u></b></p> <p><b>CC.K-12MP.2</b> Reason abstractly and quantitatively.</p> <p><b>CC.K-12MP.4</b> Model with mathematics.</p>	<p><b><u>The students will:</u></b></p> <ol style="list-style-type: none"> <li>1. Discuss new vocabulary.</li> <li>2. Share prior knowledge of dividing basic facts.</li> <li>3. Complete <b>Guided Practice</b> Student Textbook, 173 (1-3) <b>“Divide using base-ten blocks”</b>, student will use their Math Board to practice and explain their thinking.</li> <li>4. Work independently <b>Own Your Own</b> page 173 (4-6) <b>Divide, draw quick pictures and record the steps</b>” page 1744 (7-8) <b>“Problem Solving.”</b></li> <li>5. Ask and answer questions.</li> <li>6. <b>Exit Ticket: Clickers- <u>Essential Question:</u> How can you use base-ten blocks to model division with regrouping?</b></li> </ol> <p>Reteach: 4.9 <b>R36 Model Division With Regrouping</b>  <b>*Early Finishers:</b> Case 21 practice items</p> <p><b>*Enrichment / Extension:</b> Lesson 4.9 <b>Division Drying</b>, Student Workbook p. E36</p> <p><b>*Remediation:</b> work in small groups to reinforce objective  <b>* Compass Learning</b></p> <p><b>Accommodation:</b> Modifications and accommodations will be use according to the instructions of the <b>Special Education Teacher.</b></p> <p><b><u>The instruction teacher will :</u></b></p> <ol style="list-style-type: none"> <li>1. Assist all students struggling to master content</li> <li>2. Pull outs (as needed) Remedial assistance</li> <li>3. Provide specific learning style that the classroom teacher does not address</li> </ol>		
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For each lesson plan, do the following:

- 1). Identify the domain
- 2). Align with the standards
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- 4). Address diversity
- 5). Infuse technology

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Name: James Watson	Name of Unit: Division	Date: Monday	Grade Level: 4 <sup>th</sup>
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<p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic; CC.4.NBT.6</b> 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.</p> <p><b>Use the four operations with whole numbers to solve problems; CC.4.OA.3</b> Solve multistep word problems posed with whole numbers and having whole-number answers</p>	<p><b>Tuesday: 4.10 Place the First Digit</b> <b>The teacher will:</b></p> <ol style="list-style-type: none"> <li>Have students practice 12 powerful words/UNRAAVEL complete <b>Bell Ringer</b></li> <li>Introduce the objective of using place value to determine where to place the first digit of a quotient. <b>(CC.4.OA.4)</b></li> <li>Review and introduce new vocabulary.</li> <li>Engage students by accessing <b>prior knowledge</b> by reviewing estimating quotients. Write the example below on the board. <math display="block">2 \overline{)900}</math> <b>Between which two numbers is the quotient? 400 and 500</b> <b>Estimate the quotient. (450) Repeat with other 2- and 3-digit dividends divided by 1-digit divisors.</b></li> </ol> <p>3. <b>Model</b> and demonstrate a clear example of dividing by 1-digit divisors. Have students share their work with the class.</p> <p style="text-align: center;"><i>Questions and Answers</i></p> <p><b>Discuss the problem:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Why is correctly placing the first digit important?</b></li> <li>➤ <b>Which method, estimation or place value, do you find easier to use to place the first digit of the equation? Explain</b></li> </ul> <ol style="list-style-type: none"> <li><b>Guided Practice</b> Student Textbook, <b>page 177 (1-3) “Model the division on the grid”</b>, have students use their Math Board to explain their thinking.</li> <li>Provide <b>Independent Practice, Own Your Own</b>, page 177 (4-15) <b>“Divide.”</b> page 78 (16-19) <b>“Problem Solving.”</b></li> <li>Ask and answer questions to check for understanding.</li> <li><b>Intervention Strategies-</b> All students that shown difficulty will receive individual help from regular Ed Teacher, along with group members. Cooperative groups will be</li> </ol>	<p>“Go Math” Textbook</p> <p>Promethean Board</p> <p>Mini Whiteboard</p> <p>Dry Erase Markers</p> <p>Response Clickers</p> <p>Math Notebooks</p> <p>Pencil</p>	<p><b>Teacher observation:</b> the teacher will check for understanding during the “I do”/ “We do”</p> <p><b>Oral response:</b> students will interact during the “I do”/ “We do”</p> <p><b>Summative Assessment</b></p>

<p>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.</p> <p><b><u>Mathematical Practices:</u></b></p> <p><b>CC.K-12MP.2</b> Reason abstractly and quantitatively.</p> <p><b>CC.K-12MP.4</b> Model with mathematics.</p>	<p>used to implement this lesson. (Also, students will be remediate at special period)</p> <p><b>10. Closure- <u>Essential Question:</u> How can you use place value to determine where to place the first digit of a quotient?</b></p> <p><b><u>The students will:</u></b></p> <ol style="list-style-type: none"> <li>1. Review and discuss new vocabulary.</li> <li>2. Share prior knowledge of division.</li> <li>3. Complete <b><u>Guided Practice</u></b> Student Textbook, <b>page 177 (1-3) “Model the division on the grid”</b>, and use their Math Board to practice and explain their thinking.</li> <li>4. Work independently, Student Textbook, <b><u>Own Your Own</u></b>, page 177 (4-15) <b>“Divide.”</b> Page 78 (16-19) <b>“Problem Solving.”</b></li> </ol> <p>5. Ask and answer questions.</p> <p>➤ <b>Exit Ticket: Clickers- <u>Essential Question:</u> How can you use place value to determine where to place the first digit of a quotient?</b></p> <p>*<b>Enrichment / Extension:</b> Lesson 4.10 <b>How Many Digits</b> , Student Workbook p. E37</p> <p>*<b>Remediation:</b> work in small groups to reinforce objective Reteach 4.6 <b>R37 Place the First Digit</b></p> <p>*<b>Early Finishers:</b> Case 21 practice items</p> <p>* <b>Compass Learning</b></p> <p><b><u>Accommodation:</u> Modifications and accommodations will be use according to the instructions of the <b>Special Education Teacher.</b></b></p> <p><b><u>The instruction teacher will :</u></b></p> <ul style="list-style-type: none"> <li>➤ Assist all students struggling to master content</li> <li>➤ Pull outs (as needed) Remedial assistance</li> <li>➤ Provide specific learning style that the classroom teacher does not address</li> </ul>		
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<p>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.</p> <p><b>Mathematical Practices:</b></p> <p><b>CC.K-12MP.2</b> Reason abstractly and quantitatively.</p> <p><b>CC.K-12MP.4</b> Model with mathematics.</p>	<p>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)</p> <p>10. <b>Closure- <i>Essential Question:</i> How can you use place value to determine where to place the first digit of a quotient?</b></p> <p><b>The students will:</b></p> <ol style="list-style-type: none"> <li>1. Discuss and review new vocabulary.</li> <li>2. Share prior knowledge using <i>i /Tools</i>.</li> <li>3. Complete <b>Guided Practice</b> Student Textbook, <b>page 181 (1-4) “Divide,”</b> and use their Math Board to explain their thinking.</li> <li>4. Complete <b>Independent Practice, Own Your Own,</b> page 181-182 (5-13) <b>“Divide and Check.” Mid –Problem Solving 182 (14-18).</b></li> <li>5. Ask and answer questions.</li> <li>6. Assign Homework- Student Workbook <b>Standard Practice 4.9</b> page. P85 <b>Standard Practice 4.10</b> page. P87</li> <li>7. <b>Exit Ticket: Clickers- <i>Essential Question:</i> How can you use place value to determine where to place the first digit of a quotient?</b></li> </ol> <p>*<b>Enrichment/Extension:</b> Lesson 4.11 <b>What is Left Over,</b> Student Workbook p. E38</p> <p>*<b>Remediation:</b> work in small groups to reinforce objective Reteach 4.6 <b>R38 Divide by 1-Digit Numbers</b></p> <p>*<b>Early Finishers:</b> Case 21 practice items</p> <p>* <b>Compass Learning</b></p>		
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<p>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.</p> <p><b><u>Mathematical Practices:</u></b></p> <p><b>CC.K-12MP.2</b> Reason abstractly and quantitatively.</p> <p><b>CC.K-12MP.4</b> Model with mathematics.</p>	<p><b>solve multistep division problems?</b></p> <p><b><u>The students will:</u></b></p> <ol style="list-style-type: none"> <li>1. Discuss and review new vocabulary. (<b>partial quotient</b>)</li> <li>2. Share prior knowledge by drawing bar models for division word problems:</li> <li>3. <b>Complete Guided Practice</b> Student Textbook, <b>page 185(1-4)</b> “Draw <b>bar models for the following division word problems</b>”, and use their Math Board to explain their thinking.</li> <li>4. <b>Complete Independent Practice, <u>Own Your Own</u>, page 186 (5-10).</b></li> <li>5. Ask and answer questions.</li> <li>6. <b>Exit Ticket: Clickers- <i>Essential Question: How can you use the strategy draw a diagram to solve multistep division problems?</i></b></li> </ol> <p style="padding-left: 40px;">*<b>Enrichment / Extension:</b> Lesson 4.12 <b>It’s a Riddle</b>, Student Workbook p. E39</p> <p style="padding-left: 40px;">*<b>Remediation:</b> work in small groups to reinforce objective Reteach 4.6 <b>R39 Problem Solving Multistep Division Problems</b></p> <p style="padding-left: 40px;">*<b>Early Finishers:</b> Case 21 practice items</p> <p style="padding-left: 40px;">* <b>Compass Learning</b></p> <p><b><u>Accommodation:</u></b> Modifications and accommodations will be use according to the instructions of the <b>Special Education Teacher</b>.</p> <p><b><u>The instruction teacher will :</u></b></p> <ol style="list-style-type: none"> <li>1. Assist all students struggling to master content</li> <li>2. Pull outs (as needed) Remedial assistance</li> <li>3. Provide specific learning style that the classroom teacher does not address</li> </ol>		
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