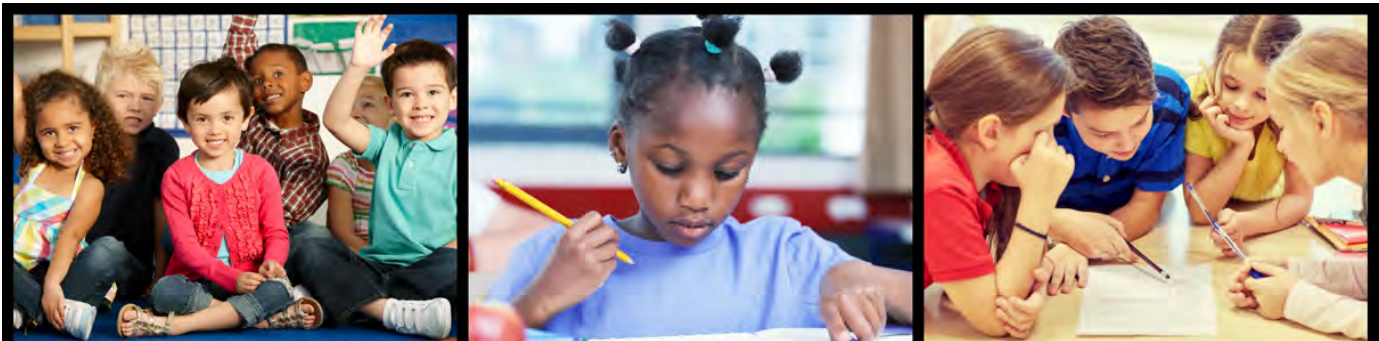




4TH Grade

DIVISION OF WHOLE NUMBERS

Created By:
Misty Pohly



**Whole Class Lessons and Guided Math Groups
Active Engagement and Games
Intervention and Enrichment
EXIT TICKETS**



I Plan ~ You Teach

Helping you live your life
AND

be the math teacher that gets results

Are you Ready For Help?

Click the links for Lesson Plans that align with TEXAS TEKS!



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[4th Grade Math Lesson Plans](#)

[5th Grade Math Lesson Plans](#)

I SEE YOU~

- struggling each week to write lesson plans that meet the rigor of the TEKS.
- searching endlessly for resources that will help kids learn math while being challenged and engaged.
- staying late everyday after school working on plans and creating everything from scratch.

You are exhausted from working with students all day, and still have to prep, write and create.

I SEE YOU~

SACRIFICING your time with your family and friends

to ensure success for ALL of OUR Children.



Want to know when sales are happening? Click links to follow

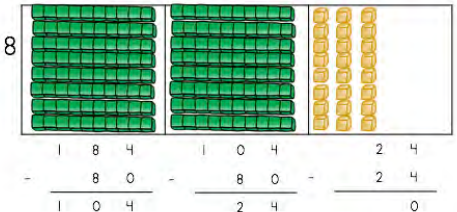


Dear Parents,

This unit is all about division! We will be learning several different division models:

- ✓ Arrays
- ✓ Area Models
- ✓ Equations
- ✓ Standard Algorithm

Below is an example of each model:

<p style="text-align: center;">Array</p> <p style="text-align: center;">$10 + 10 + 3 = 23$</p> 	<p style="text-align: center;">Standard Algorithm</p> $\begin{array}{r} 1497 \\ 5 \overline{) 7485} \\ \underline{- 5} \\ 24 \\ \underline{- 20} \\ 48 \\ \underline{- 45} \\ 35 \\ \underline{- 35} \\ 0 \end{array}$							
<p style="text-align: center;">Equation</p> $7485 \div 5 = ?$ $5 \times ? = 7,485$								
<p style="text-align: center;">Area Model</p> <table border="1" data-bbox="154 1396 706 1606"><tr><td></td><td>20</td><td>3</td><td>R</td></tr><tr><td>4</td><td>$\begin{array}{r} 94 \\ - 80 \\ 14 \end{array}$</td><td>$\begin{array}{r} 14 \\ - 12 \\ 2 \end{array}$</td><td>2</td></tr></table>			20	3	R	4	$\begin{array}{r} 94 \\ - 80 \\ 14 \end{array}$	$\begin{array}{r} 14 \\ - 12 \\ 2 \end{array}$
	20	3	R					
4	$\begin{array}{r} 94 \\ - 80 \\ 14 \end{array}$	$\begin{array}{r} 14 \\ - 12 \\ 2 \end{array}$	2					

These models might be different from how you learned long division. They are different for me too! Research on the development of math thinking shows that new concepts need to be taught at a deeper level. When kids understand why something happens, they can solve different kinds of problems using the same models. I promise your child will learn the standard algorithm soon and they will feel confident about division.

Name _____

DIVISION OF WHOLE NUMBERS

LT	Statement	1	2	3	4	Evidence
1	I can represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays.					
2	I can represent the quotient of up to a four-digit whole number divided by a one-digit whole number using area models.					
3	I can represent the quotient of up to a four-digit whole number divided by a one-digit whole number using equations.					
4	I can use strategies and algorithms, including the Standard algorithm, to divide up to a four-digit dividend by a one-digit divisor.					
5	I can round to the nearest 10, 100, or 1,000					
6	I can use compatible numbers to estimate solutions involving whole numbers.					
7	I can solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders					
8	I can represent multi-step problems involving the division with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity.					

1	2	3	4
I have no idea how to do this.	I can do this with some help.	I can do this by myself	I can teach someone to do this.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
1 4.4E	Represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays.	Representations of quotients <input type="checkbox"/> Arrangement of a set of objects in rows and columns	<input type="checkbox"/> Use concrete models to help students understand division.	<input type="checkbox"/> Solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm.
2 4.4E	Represent the quotient of up to a four-digit whole number divided by a one-digit whole number using area models.	Representations of quotients <input type="checkbox"/> Arrangement of squares/rectangles in a grid format <input type="checkbox"/> Connect the factors as the length and width, and the product as the area	<input type="checkbox"/> Use concrete models to help students understand division.	
3 4.4E	Represent the quotient of up to a four-digit whole number divided by a one-digit whole number using equations.	Representations of quotients <input type="checkbox"/> Equation - a mathematical statement composed of algebraic and/or numeric expressions set equal to each other	<input type="checkbox"/> Use concrete models to help students understand division.	

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
4 4.4F	Use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor.	<ul style="list-style-type: none"> ○ Recognition of division in mathematical and real-world problem situations ○ Automatic recall of basic facts ○ Relationships between multiplication and division to help in solution process ○ Division structures <ul style="list-style-type: none"> <input type="checkbox"/> Partitive division <input type="checkbox"/> Quotative division ○ Relationship between division and multiples of 10 ○ Strategies and algorithms for division <ul style="list-style-type: none"> <input type="checkbox"/> Partial Quotients <input type="checkbox"/> Standard Algorithm using the Distributive Method <input type="checkbox"/> Standard Algorithm 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize division presented in a real-world problem situation <input type="checkbox"/> Understand how to divide up to a four-digit dividend by a one-digit divisor <input type="checkbox"/> Solve a one-step problem involving division <input type="checkbox"/> Solve a two-step problem involving division 	<ul style="list-style-type: none"> <input type="checkbox"/> Solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
5 4.4G	Round to the nearest 10, 100, or 1,000	<input type="checkbox"/> Round a given number to the closest multiple of 10; 100; or 1,000 on a number line. <input type="checkbox"/> Round numbers to a common place then compute. <input type="checkbox"/> Rounding numerically based on place value	<input type="checkbox"/> Understand how to use rounding or compatible numbers to estimate a solution <input type="checkbox"/> Understand how to determine the reasonableness of an estimation <input type="checkbox"/> Determine a reasonable estimate of the solution to a problem involving division	<input type="checkbox"/> Round decimals to tenths or hundredths.
6 4.4G	Use compatible numbers to estimate solutions involving whole numbers.	<input type="checkbox"/> Determine compatible numbers then compute.		

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
7 4.4H	Solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.	Various ways to record remainder <ul style="list-style-type: none"> <input type="checkbox"/> Ignore the remainder <input type="checkbox"/> Add one to the quotient <input type="checkbox"/> Remainder is the answer <input checked="" type="checkbox"/> Remainder recorded as a fraction 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize division presented in a real-world problem situation <input type="checkbox"/> Understand how to divide a four-digit number by a one-digit number <input type="checkbox"/> Understand how to interpret a remainder based on the problem situation and question being asked <input type="checkbox"/> Solve a problem involving division, including interpreting the remainder 	<ul style="list-style-type: none"> <input type="checkbox"/> Solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm.
8 4.5A	Represent multi-step problems involving the division with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity.	<ul style="list-style-type: none"> <input type="checkbox"/> Representations of an unknown quantity in an equation <input type="checkbox"/> Recognition of division in mathematical and real-world problem situations <input type="checkbox"/> Representation of problem situations with strip diagrams and equations Division Structures <ul style="list-style-type: none"> <input type="checkbox"/> Partitive Division <input type="checkbox"/> Quotative Division 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the relationship between the description of a problem situation and the symbols represented in an equation <input type="checkbox"/> Understand how a strip diagram can be used to represent division 	<ul style="list-style-type: none"> <input type="checkbox"/> Represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity.

Day 1 4.4G	Day 2 4.4E, 4.4G, 4.4H	Day 3 4.4E, 4.4G, 4.4H	Day 4 4.4E, 4.4G, 4.4H	Day 5 4.4E, 4.4G, 4.4H
Mini Lesson LT 1, 5, 6 Rounding and Compatible Numbers	Word Splash LT 2, 5, 6, 7 Arrays Remainder	Mini Lesson LT 2, 5, 6 Area Model Remainder	Mini Lesson LT 2, 5, 6 Area Model Remainder	Mini Lesson LT 3, 5, 6 Equations Remainder
Guided Math	Guided Math	Guided Math	Guided Math	Guided Math
Reteach Unit 3	LT 1	LT 2	LT 2	LT 2
Day 6 4.4E, 4.4G	Day 7 4.4F 4.4H 4.5A	Day 8 4.4F 4.4H 4.5A	Day 9 4.4F 4.4H 4.5A	Day 10 4.4F 4.4H 4.5A
Independent Practice	Mini Lesson LT 4, 5, 6, 7, 8 Partial Quotient Remainder	Music LT 4, 5, 6, 7, 8 Standard Algorithm Remainder	Mini Lesson LT 4, 5, 6, 7, 8 Standard Algorithm Remainder	Mini Lesson LT 4, 5, 6, 7, 8 Standard Algorithm Remainder
Guided Math	Guided Math	Guided Math	Guided Math	Guided Math
LT 2-3	LT 4, 7, 8	LT 4, 7, 8	LT 4, 7, 8	LT 4, 7, 8

DIVISION OF WHOLE NUMBERS

Day 11 4.4F 4.4H 4.5A
Independent Practice
Guided Math
LT 4, 7, 8



Thank you for your download!

I hope this helps your students!



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