

| + D A Y I N U N I T | <p>*Content Strand</p> <p>*Learning Target</p> <p>-I Can</p> <p>*Essential Questions</p> <p>-WHY??</p> <p>-How do you know?</p> <p>Curriculum document</p> <p>Common Core</p> | <p>Daily Tasks</p> <p>www.everydaymathonline.com</p> | <p>Thoughtful Ed./</p> <p>Student Engagement</p> <p>www.marshall.kyschools.us/</p> <p>www.muhenberg.kyschools.us/?q=node/61</p> <p>Engagement Cube</p> <p>Cube II (examples)</p> | <p>Literacy/Reading in the Content</p> <p>Literacy Ideas</p> <p>Vocabulary/</p> <p>Vocab Activity</p> <p>Activities</p> <p>Activities II</p> | <p>Formative/</p> <p>Summative</p> <p>Assessment</p> <p>F –Formative</p> <p>S-Summative</p> <p>www.act.org/standard/guides/explore/</p> <p>Strategies</p> <p>More Ideas</p> | <p>Differentiation</p> <p>T-Task</p> <p>S-Special Needs</p> <p>G-Gifted/Accel.</p> <p>http://serge.ccsso.org/Ideas</p> <p>9 Types</p> <p>Big Explanation Tool</p> <p>MAP Site</p> <p>Reading Differentiation K-5</p> | <p>Technology</p> <p>50 Ideas</p> <p>Resources-</p> <p>Text, sites,...</p> |
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| 1 - 2 | <p>4NBT6</p> <p>I can demonstrate division of a multi-digit number by a one-digit number using place value, rectangular arrays, and the area model.</p> <p>I can explain my chosen strategy using words or pictures.</p> | <p>Pre-assess</p> <p>Introductory lesson over division. Establish the connection between multiplication and division.</p> <p>Show students three different ways to write division problems.</p> <p>Watch the Brain Pop Jr. videos over division.</p> <p>Practice writing examples of multiplication and division fact families. Use Mental Math 6.1 in Everyday Math as a guide.</p> | | <p>Rectangular Array</p> <p>Area Model</p> <p>Dividend</p> <p>Divisor</p> <p>Quotient</p> <p>Remainder</p> | | | <p>http://www.brainpopjr.com/math/multiplicationanddivision/makingequalgroups/preview.weml</p> <p>http://www.brainpopjr.com/math/multiplicationanddivision/repeatedsubtraction/preview.weml</p> |

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| 3 | <p>4NBT6</p> <p>I can solve division of a multi-digit number by a one-digit number using properties of operations and equations.</p> | <p>Make sure students know how to use the multiplication table to find the answer to division problems. Have students practice solving 2-digit by 1-digit division problems using the multiplication table, including some problems that will have a remainder.</p> <p>Demonstrate these by using arrays and area models.</p> | | | | <p>Use the Division Unit from the Common Core Mathematics Practice book (3 levels) as needed, especially with Intervention students.</p> | |
| 4 | <p>4NBT6 and 4OA3</p> <p>I can interpret remainders in word problems.</p> <p>I can choose the correct operation to perform at each step of a multi-step word problem.</p> | <p>After reading the story, have students complete the journal entry: "Choose one of the following numbers: 18, 24, or 30. What if there were this many bugs lining up to march past the queen? How many different ways could they line up in equal rows so that Joe wouldn't be left as the remaining bug?" Students will write about this and draw pictures in their journals to prove their answers. Then share them with a partner.</p> | | <p>Remainder Estimation Rounding</p> <p>Read <u>A Remainder of One</u> by Elinor Pinczes.</p> <p>Read book to students. Pause after reading each time about how the bugs line up. Have students model the different formations using cm cubes.</p> | | | <p>Game: Leftovers</p> |

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| 5 | <p>4NBT6 and 4OA3</p> <p>I can write equations using a variable to represent the unknown.</p> <p>I can use mental math or estimation strategies to check if my answer is reasonable.</p> | <p>Begin Everyday Math lesson 6.2 "Using Multiples to Solve Division Problems".</p> <p>Journal pages 142-143 in class.</p> <p>HW: Study Link 6.2 "Equal Grouping Division Problems".</p> | | | | | |
| 6 | <p>4NBT6 and 4OA3</p> | <p>Division Quiz #1 over division vocabulary and basic skills.</p> <p>Mental Math 6.3 Everyday Math.</p> | | | <p>Formative Assessment: Quiz</p> | | <p>http://www.brainpop.com/math/numbers/division/preview.weml</p> |

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| 7 | 4NBT6 and 4OA3 | <p>Begin Everyday Math Lesson 6-3 "Introducing the Partial Quotients Algorithm." Have students practice doing this method. Walk around and monitor student work to check for understanding.</p> <p>HW: Study Link 6.3</p> | | | | Use the Division Unit from the Common Core Mathematics Practice book (3 levels) as needed, especially with Intervention students. | |
| 8 | 4NBT6 and 4OA3 | <p>Introduce students to Column Method Division. This method can be found on page 126 in <u>Teaching Students Centered Mathematics</u> by John Van de Walle. Have students practice this method.</p> | | | Exit Slip | Gifted Students: Short Division method | http://youtu.be/0qLOTLz9tNg |
| 9 | 4NBT6 and 4OA3 | <p>Teach students the traditional method for solving long division problems. Practice using this method.</p> <p>HW: 5 problems</p> | | | | | Game: Division Arrays (Everyday Math) |

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| 1 0 | 4NBT6 and 4OA3 | Division Quiz #2 over labeling parts of a division problem, and solving five division problems, using any learned methods. | | | Formative Assessment: Quiz | | |
| 1 1 | 4NBT6 and 4OA3 | Study Guide for Division Unit. | Your Way Day (Personal Response, Learning with Others, Emotional and Intellectual Safety) Students will choose any of the learned methods to solve a division word problem. | | | | |
| 1 2 | 4NBT6 and 4OA3 | | | | Summative Assessment: Unit 6 Test | | |
| 1 3 | 4NBT6 and 4OA3 | | | | Self-Assessment: Students will use the self-assessment circle sheets to analyze their own understanding of each of the targets for this unit. | | |

