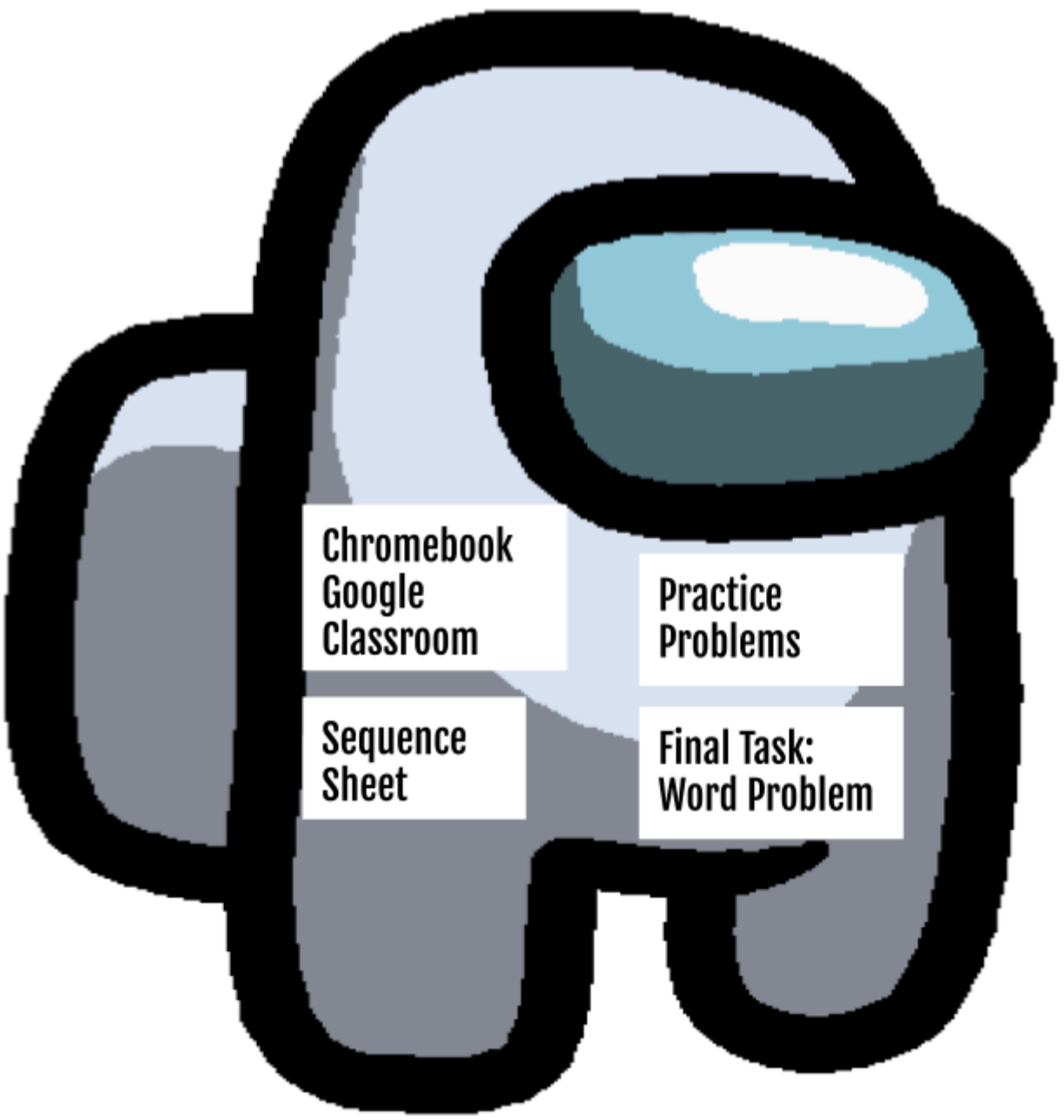


Lesson Title:	Division is Among Us
Grade Level:	4
Unit:	Math
Essential Question:	What are the important sequenced steps that we need to follow when completing long division?
Standards:	<p>4 NBT.6 Find whole number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.</p> <p>4.OA.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.</p>
Learning Objectives:	<ol style="list-style-type: none"> 1. Identify the sequence of steps when completing a long division problem. 2. Demonstrate proficiency with these steps through various formatted tasks. 3. Interpret a word problem to write and solve a division equation
Vocabulary:	<p>Dividend: What is being divided</p> <p>Divisor: The number of groups the dividend is being divided into</p> <p>Quotient: Things we do to make sure we do not get sick</p> <p>Divide: to split into groups</p> <p>Remainder: What is leftover from equally dividing the groups that cannot be split evenly amongst them</p> <p>Sequence: the necessary order to complete a task</p>
Syntax:	When we divide first we must _____. After we multiply we _____ and then _____.
Prior Knowledge:	<p><i>Of students:</i> The class should have proficiency in addition, subtraction, and multiplication before beginning long division. The problems take considerably longer when a student isn't able to solve those mathematical steps with ease. While the students have been practicing division in the same way, they will now have to show their knowledge of these skills in different formats.</p> <p><i>Of teachers:</i> Teachers should be prepared for students to struggle when they are applying the skill in a format that is not just a practice equation. In this instance, they should remind the students of the sequence of operations and how that applies no matter what format the problem is in.</p>
Context for Learning:	Garden City Park Elementary School is part of the New Hyde Park-Garden City Park Union Free School District. It is a part of the suburban community that is not of low economic status. There are currently 16 in person students with a variety of levels in the classroom. Some students are pulled out for

	extra reading sessions or enrichment over google meet.
Anticipated Difficulties:	Students may struggle to understand how to set up a division equation from a word problem. In this case, the teacher should ask the students to think about what is the group that is being split up and how many groups it is being split into. These questions will help them determine the dividend and divisor. Additionally, some students will struggle to explain the significance of a remainder. In this instance, remind the students that the purpose of division is to split the dividend into equal groups.
Common Misconceptions:	You cannot divide an odd number. You stop in a division problem as soon as you reach a zero.
Materials:	<ul style="list-style-type: none"> ● Practice division problem worksheets ● Division word problem ● Chromebook ● Smartboard
Motivation: (Obj. 1) ~10 min	<p>The teacher will write the word division on the board and ask students why it is important we learn how to divide. After having a class conversation, she will present a real life situation she is experiencing about splitting the cost of rent between her and her roommates. The class will go through the example following questioning regarding different division vocabulary words and the order of operations. After coming to an answer, the class will discuss what a remainder looks like in real life.</p> <ol style="list-style-type: none"> 1. Why is it important to understand the different components of a division equation? 2. Why do we need to know long division? 3. Why is it important we do these steps in order?
Focus:	We previously discussed the sequence of operations for division. Now, we will demonstrate our understanding of these steps through different division practices. By the end of this lesson, we will be able to construct a division equation from a word problem and explain the significance of a remainder.
Instructional Activity: ~10 min	<p>The teacher will give the students a card that lists their division tasks. The activities will be mirroring the popular app game, AmongUs. They will have to complete different worksheets and online activities (sent to them through google classroom) as their tasks and get them checked off by the teacher. After they have completed all the tasks they will be given the assessment paper.</p> <ol style="list-style-type: none"> 1. Was any type of task more difficult than another? Why/Why not?
Assessment: ~15 min	Each student will receive a final assessment word problem where they will have to create and solve a division equation. The sheet will be differentiated to accommodate different levels within the classroom. The students will bring their answer over to the teacher. If they got the answer correct, the teacher will reveal that they are crewmates and that they are imposters if they are incorrect (relevant terminology to the game). If incorrect, the teacher will ask the student to go back and figure out their mistake.



**Chromebook
Google
Classroom**

**Practice
Problems**

**Sequence
Sheet**

**Final Task:
Word Problem**

Name: _____

Date: _____

Final Task: Decode Word Problem

Your final task on our 4C ship is to write and solve a division equation using the given word problem.

Miss Oldham won a raffle and has 1,545 chocolate coins. WOO! She wants to be a good friend and share them equally between her and her three housemates. How many gold coins will she and her friends have each?

Miss O and each of her friends will get _____ coins each.

Was there a remainder? If so, how much? _____

What does it mean that there was a remainder?

Name: _____

Date: _____

Final Task: Decode Word Problem

Your final task on our 4C ship is to write and solve a division equation using the given word problem.

Miss Oldham won a raffle and has 1,545 chocolate coins. WOO! She wants to be a good friend and share them equally between her and her three housemates. How many gold coins will she and her friends have each?

Divisor: 4

Dividend: 1,545

Miss O and each of her friends will get _____ coins each.

Was there a remainder? If so, how much? _____

What does it mean that there was a remainder? Circle your answer.

a.) the remainder represents the coins that can not be divided into even groups

b.) the remainder represents how many more coins one person has than another

c.) the remainder represents the coins that need to be divided up

Name: _____

Date: _____

Division Vocab!

What is the name for the group of items that is being split up into groups?

What is the name for the number of equal groups you are dividing the items into?

What is the name for the number of items in each equal group?

Write the words below each letter that relates to the order of operations needed to complete a long division problem.

D

M

S

B D