

DIVISION

Course Name: Math

Time Frame (in minutes): 60 minutes

Unit/Theme: Long Division

Grade Level: 4th Grade

CONTENT AND SKILLS
Learning Objectives: <ul style="list-style-type: none">Students will be able to understand how a change in an input (divisor) will alter the output (quotient and remainder) in a division problem.
Essential Questions (optional): <ul style="list-style-type: none">
Students I can statements . . . <ul style="list-style-type: none">I can identify which division vocabulary word matches input.I can identify which division vocabulary word matches output.
How will you meet the needs of SWD and ELL/MLL students? <ul style="list-style-type: none">Teacher will follow any 504 and IEP accommodations and or modifications as needed
Content Standards List all standards
<ul style="list-style-type: none">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.
NYS Computer Science and Digital Fluency Standards List all standards that authentically align
<ul style="list-style-type: none">4-6.CT.1 Develop a computational model of a system that shows changes in output when there are changes in inputs.
NYS SEL BENCHMARKS https://www.p12.nysed.gov/ssd/documents/SELBenchmarks2022.pdf

- 1C.2b Identify steps in working toward a goal
- 2B.2b Demonstrate ability to communicate across a variety of groups

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.
Add and highlight Standard Indicator next to activity that aligns

This is a small group lesson during a larger math block. This lesson would be lead at a guided group table.

- Teacher will review the definition of input and output with the group
- Teacher will invite students to discuss which part of the division problem is the input (divisor) and output (quotient and remainder)
- Students will independently solve the two division word problems and find answers
- Small group will come back together to discuss the reflection question (How does changing the input effect the output? before students write their answer independently. (4-6.CT.1)

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc. *Including Instructional Technology Tools*

- [Division as a Computational Model.docx](#)