



## Marietta City Schools District Topic Planner

### *Fourth Grade*

<b>Topic Title</b>	<i>Topic 5: Use Strategies and Properties to Divide by 1-Digit Numbers</i>	<b>Unit duration</b>	<i>10 days</i>
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### **Big Idea: Numbers and Operations - Division**

#### [Georgia Standards of Excellence](#)

- **4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons. ■ **4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- **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.
- **4.OA.3** Solve multistep word problems with whole numbers and have whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a symbol or letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

■ Major work of the grade   ■ Supporting standard   ■ Additional standard

### **Informational Links**

- [GSE Unit 2 Frameworks: Multiplication and Division of Whole Numbers](#)
- [MCS Math Instructional Framework](#)
- [MCS Math Instructional Framework with Resource Guidance](#)

### **About the Math**

<b>Topic 5: Learning Resources</b>			
<b>4.NBT.2, 4.NBT.6, 4.OA.3</b>			
<b>Lesson Number/Task/Module</b>	<b>Lesson</b>	<b>Lesson Description</b>	<b>Standards Addressed</b>
Savvas 5-1,2,3	Mental Math: Find Quotients Savvas pp. 165-172	Students will use mental math and place value to divide multiples of 10 and 100 by 1 digit divisors.	4.NBT.2 4.NBT.6
	Mental Math: Estimate Quotients Savvas pp. 172-180	Students will use place value patterns and division facts to estimate quotients.	
Savvas 5-4	Interpret Remainders Savvas pp. 181-184	Students will solve division problems and interpret reminders.	4.NBT.6
Supplemental 5-4	Interpreting Remainders MIP Module 6 pp. 127-129	Students explore division problems and discuss how remainders affect the answer.	4.NBT.6
Savvas 5-5	Use Partial Quotients to Divide Savvas pp. 185-188	Students will use partial quotients to divide.	4.NBT.6
Supplemental 5-5	Using Partial Quotients MIP Module 6 pp. 123-125	Students begin to connect the modeling they have been doing with base-ten blocks to a partial-quotients approach.	4.NBT.6
Savvas 5-6	Use Partial Quotients to Divide Greater Dividends Savvas pp. 189-192	Students will use partial quotients and place value understandings to divide with greater dividends.	4.NBT.2 4.NBT.6
Supplemental 5-6	<a href="#">Laptop Delivery Activity</a>	Students will use large dividends while dividing.	4.NBT.2 4.NBT.6
Savvas 5-7	Use Sharing to Divide Savvas pp. 193-196	Students will use place values and models to divide 2 and 3 digit numbers by a 1 digit number.	4.NBT.2 4.NBT.6

Supplemental 5-7	Division as Sharing Savvas Intervention Activity TE p. 196A	Students will use base ten blocks to show division as sharing.	4.NBT.2 4.NBT.6
Savvas 5-8	Continue Sharing to Divide Savvas pp. 197-200	Students will continue to use place value and sharing to divide large numbers.	4.NBT.2 4.NBT.6
Supplemental 5-8	Super Source <a href="#">Fair Shares</a>	Students use base ten blocks to model division as sharing	4.NBT.2 4.NBT.6
Savvas 5-9	Choose a Strategy To Divide Savvas pp. 201-204	Students will choose strategy to divide that follows a series of steps to break division into simpler steps	4.NBT.6
Supplemental 5-9	Division Discussion MIP Module 6 p. 131	Students solve division problems and explain their strategies	4.NBT.6

### Additional Resources

#### 4.NBT.2, 4.NBT.6, 4.OA.3

Standards Addressed	Lesson	Lesson Description
4.OA.1-5 4.NBT.5-6	<a href="#">GaDOE Culminating Task: School Newspaper</a>	Students plan how much paper to purchase in order to stay within a budget when producing a school newspaper.
4.NBT.4 4.NBT.5	<a href="#">GaDOE 3-ACT Task: Boxes and Rolls</a>	Students multiply and divide whole numbers to determine how many pennies are equivalent to the amount of money shown in an image.
4.OA.4	<a href="#">GaDOE Practice Task: The Sieve of Eratosthenes</a>	Students will find all the prime numbers between 0-100 using colored pencils and a hundreds chart.

### Assessment Resources

#### 4.NBT.2, 4.NBT.6, 4.OA.3

Type	Location	Assessment Description	Standards Addressed
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Formative	MCS Mini	Students solve a division problem involving pencils.	4.NBT.6 4.OA.3
Formative	MCS Mini	Students determine how many buses are needed for a fourth grade field trip.	4.NBT.5 4.NBT.6 4.OA.3
Formative	MCS Mini	Students solve division problems using a variety of strategies.	4.NBT.6
Formative	MIP Module 6 p. 129	Students solve the problem using any strategy they wish to divide.	4.NBT.6
Summative	Savvas Topic Assessment TE pp. 215-218	Students use a variety of strategies to divide whole numbers. Digital and print forms available through Savvas platform.	4.NBT.2 4.NBT.6 4.OA.3
Summative	Savvas Topic Performance Task TE pp. 219-220	Students use a real-life scenario involving shipping birdhouses to divide whole numbers.	4.NBT.6 4.OA.3