4th Grade
Tier 2 Intervention Lessons

Readiness Standard 4 - 3.OA.7b

Learning Target: I will divide numbers by 1 to 10

Readiness for 4.NBT.6: Divide up to a four-digit number by a one-digit number

Table of Contents

IES Recommendations for Tier 2 and 3 intervention lessons:

2. Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8. These materials should be selected by committee.	**Low**
3. Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.	**Strong**
4. Interventions should include instruction on solving word problems that is based on common underlying structures.	**Strong**
5. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.	**Moderate**
6. Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.	**Moderate**
7. Monitor the progress of students receiving supplemental instruction and other students who are at risk.	**Low**
8. Include motivational strategies in tier 2 and tier 3 interventions.	**Low**

(Institute of Educational Sciences, Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, 2009, p. 6)

Gradual release of responsibility model

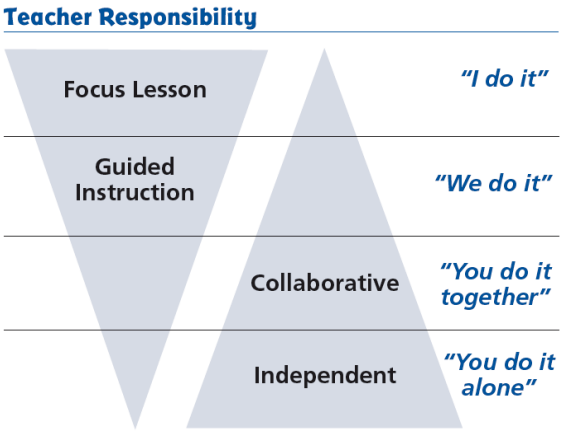


Figure 1

(Dr. Douglas Fisher, Effective Use of the Gradual Release of Responsibility Model)

Planning Guide: Session 1

4th Grade - Readiness Standard 4 - 3.OA.7b

Learning Target: I will divide numbers by 1 to 10

Readiness for dividing up to a four-digit number by a one-digit number

Recommended Actions	
Beginning *(15 min.)*	Review the readiness standard with the intervention group using the **Guided Review** ➢ Introduce the learning target and why it is important for future learning ➢ Read each question on the Guided Review and ask students to share what they remember from the previous school year.
Middle *(5 min.)*	➢ Ask students to reflect on their progress towards the learning target ➢ What did I remember about the learning target? ➢ What did I learn today about the learning target? ➢ How confident do I feel about doing the learning target on my own?
End *(10 min.)*	➢ Assess each student's progress using **Quick Check – Form A** ➢ Guide students to self-correct their **Quick Check – Form A** ➢ Guide students to chart their progress by recording the date and Quick Check score in their **Growth Chart** ➢ Collect each student's Quick Check and Growth Chart
After	➢ Create sub-groups to differentiate the middle of sessions 2 through 8 o Group 1 – Include students who did not meet the learning goal o Group 2 – Include students who met or exceeded the learning goal

4th Grade Fall Guided Review

Readiness Standard 4 - 3.OA.7b

Name_____ Date_____

Learning Target: I will divide numbers by 1 to 10.

$30 \div 5 = \_\_\_\_$	$10 \div 2 = \_\_\_\_$
$6 \div 2 = \_\_\_\_$	$72 \div 9 = \_\_\_\_$
$40 \div 8 = \_\_\_\_$	$36 \div 4 = \_\_\_\_$
$12 \div 3 = \_\_\_\_$	$28 \div 7 = \_\_\_\_$
$54 \div 6 = \_\_\_\_$	$18 \div 6 = \_\_\_\_$
$28 \div 4 = \_\_\_\_$	$64 \div 8 = \_\_\_\_$
$24 \div 3 = \_\_\_\_$	$50 \div 10 = \_\_\_\_$
$42 \div 6 = \_\_\_\_$	$14 \div 7 = \_\_\_\_$

4th Grade Winter Guided Review

Readiness Standard 4 - 3.OA.7b

Name_____ Date_____

Learning Target: I will divide numbers by 1 to 10.

$30 \div 5 =$ ____	$10 \div 2 =$ ____
$6 \div 2 =$ ____	$72 \div 9 =$ ____
$40 \div 8 =$ ____	$36 \div 4 =$ ____
$12 \div 3 =$ ____	$28 \div 7 =$ ____
$54 \div 6 =$ ____	$18 \div 6 =$ ____
$28 \div 4 =$ ____	$64 \div 8 =$ ____
$24 \div 3 =$ ____	$50 \div 10 =$ ____
$42 \div 6 =$ ____	$14 \div 7 =$ ____

4th Grade Spring Guided Review

Readiness Standard 4 - 3.OA.7b

Name_____ Date_____

Learning Target: I will divide numbers by 1 to 10.

$30 \div 5 =$ ____	$10 \div 2 =$ ____
$6 \div 2 =$ ____	$72 \div 9 =$ ____
$40 \div 8 =$ ____	$36 \div 4 =$ ____
$12 \div 3 =$ ____	$28 \div 7 =$ ____
$54 \div 6 =$ ____	$18 \div 6 =$ ____
$28 \div 4 =$ ____	$64 \div 8 =$ ____
$24 \div 3 =$ ____	$50 \div 10 =$ ____
$42 \div 6 =$ ____	$14 \div 7 =$ ____

Session 1: Self-Reflection

4th Grade - Readiness Standard 4 - 3.OA.7b

Learning Target: I will dividing numbers by 1 to 10

Briefly discuss student responses:

- What did I remember today about dividing numbers by 1 to 10?
- What did I learn today about dividing numbers by 1 to 10?
- How confident do I feel about dividing numbers by 1 to 10? *(Thumbs up, down, or sideways)*

Quick Check - Form A

4th Grade - Readiness Standard 4 - 3.OA.7b

Name_____ Date_____

Learning Target: I will divide numbers by 1 to 10.

Directions: When you are told to begin, answer as many division problems as you can.
(Work Time: 60 seconds)

$56 \div 8 =$ _____	$36 \div 4 =$ _____
$24 \div 3 =$ _____	$30 \div 10 =$ _____
$36 \div 6 =$ _____	$24 \div 6 =$ _____
$28 \div 4 =$ _____	$64 \div 8 =$ _____
$10 \div 2 =$ _____	$18 \div 9 =$ _____
$42 \div 6 =$ _____	$63 \div 7 =$ _____
$40 \div 5 =$ _____	$54 \div 6 =$ _____
$12 \div 3 =$ _____	$28 \div 7 =$ _____

Number Correct = _____

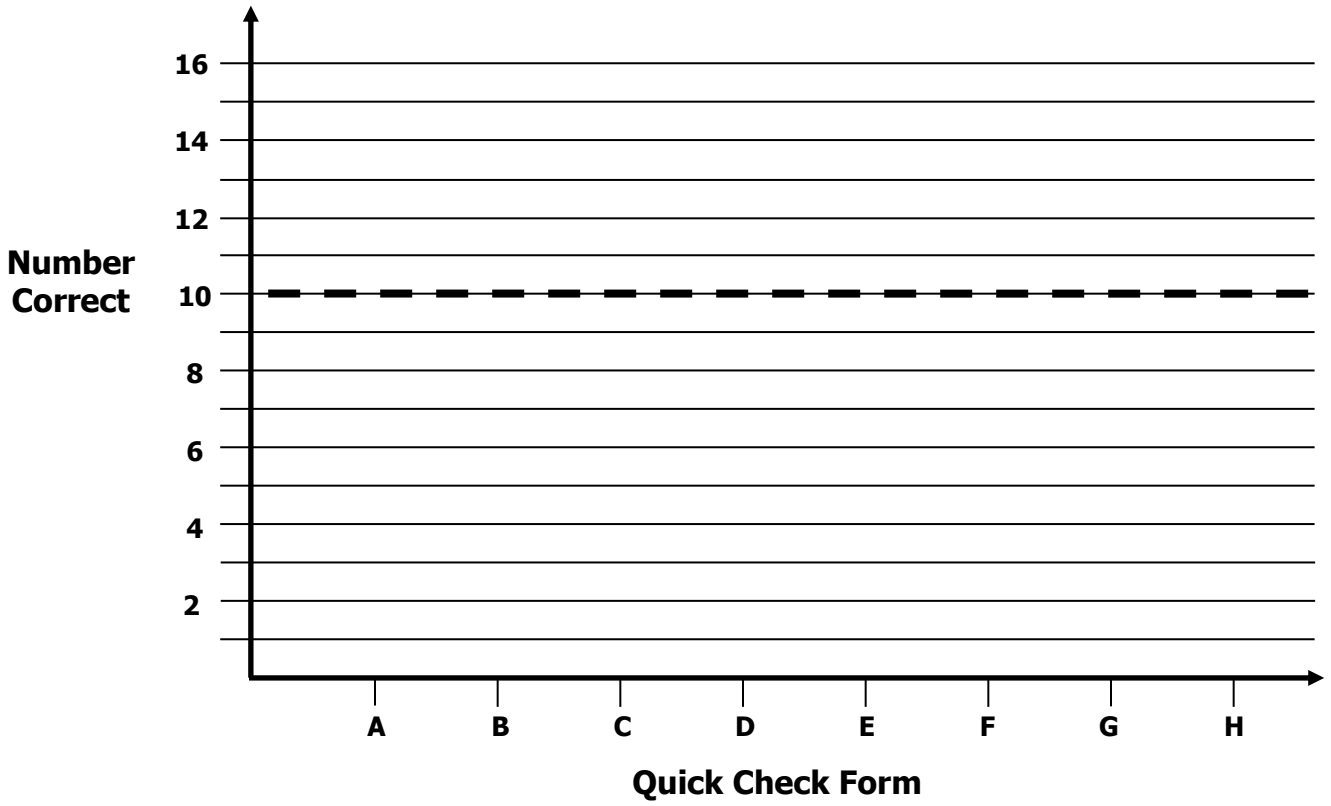
Growth Chart

4th Grade - Readiness Standard 4 - 3.OA.7b

Name_____ Date_____

Learning Target: I will divide numbers by 1 to 10.

Goal: 10 out of 16 correct



Intervention	Date	Score
Session 1:		
Session 2:		
Session 3:		
Session 4:		
Session 5:		
Session 6:		
Session 7:		
Session 8:		

Planning Guide: Sessions 2 Through 8

4th Grade - Readiness Standard 4 - 3.OA.7b

Learning Target: I will divide numbers by 1 to 10

Readiness for dividing up to a four-digit number by a one-digit number

<table>
<tr><th colspan="3">Recommended Actions</th></tr>
<tr><td>Beginning
(5 min.)</td><td colspan="2">➢ Review the learning target with the whole group and ask each student to set a goal for today's learning</td></tr>
<tr><td>Middle
(15 min.)</td><td>Group 1: (Students who <u>did not</u> meet the learning goal on the previous Quick Check)

➢ Model solving a word problem – "I do"
➢ Guided Practice – "We do together/ You do together"

Session 2: Divide numbers using counters, arrays and a "think multiply to divide" strategy.
Session 3: Divide numbers using area drawings and a "think multiply to divide" strategy.
Session 4: Divide numbers using known facts and a "think multiply to divide" strategy.</td><td>Group 2: (Students who met the learning goal)

➢ Independent practice – "You do alone"

Activity: "The Last Rectangle - Division"

(Look for additional activities in 3rd grade core instruction resources.)</td></tr>
<tr><td>End
(10 min.)</td><td colspan="2">➢ Bring the students back together.
➢ Ask students to reflect on their progress towards the learning target
o What did I learn today about dividing numbers by 1 to 10?
o How confident do you feel about dividing numbers by 1 to 10 on my own? (Thumbs up, down, or sideways)
➢ Assess each student's progress using the next Quick Check form
➢ Guide students to self-correct their Quick Check
➢ Guide students to chart their progress in their Growth Chart
o If not using Delta Math lessons, record the activity in the table
➢ Collect each student's Quick Check and Growth Chart</td></tr>
<tr><td>After</td><td colspan="2">➢ Regroup students to differentiate the middle of sessions 3 through 8
o Promote students who met the learning goal to group 2
o Exit students who met the learning goal for a third time
➢ Problem solve with a team to plan additional support for students who did not exit</td></tr>
</table>

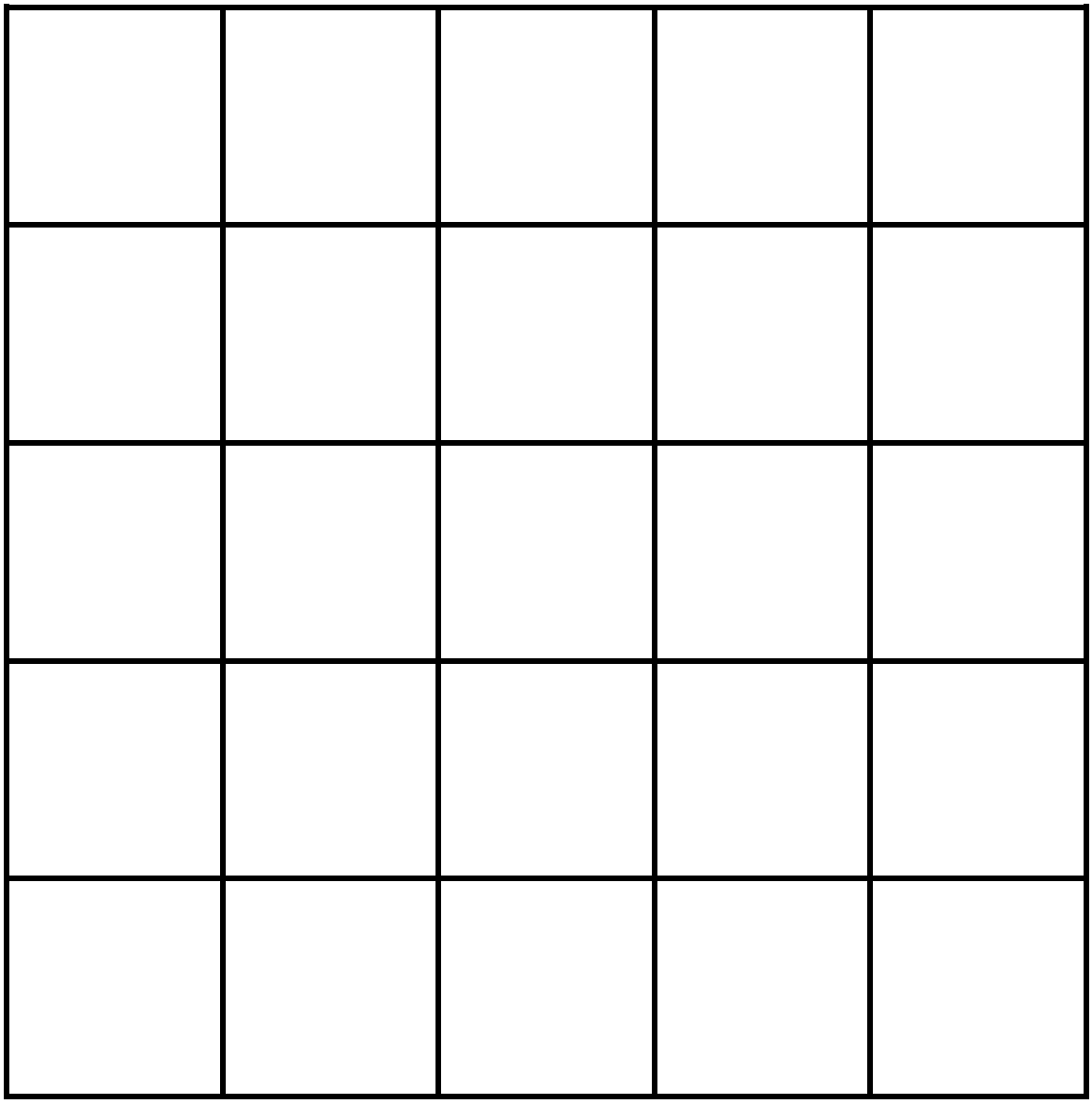
Session 2: Modeling (I Do)

4th Grade - Readiness Standard 4 - 3.OA.7b

Learning Target: I will divide numbers by 1 to 10

Readiness for dividing up to a four-digit number by a one-digit number

Luna has a vegetable garden with 12 pepper plants. If there are 3 rows of pepper plants and each row has the same number of plants, how many pepper plants are in each row?



Session 2: Modeling (I Do - Teacher Notes)

4th Grade - Readiness Standard 4 - 3.OA.7b

Learning Target: I will divide numbers by 1 to 10

Readiness for dividing up to a four-digit number by a one-digit number

> Luna has a vegetable garden with 12 pepper plants. If there are 3 rows of pepper plants and each row has the same number of plants, how many pepper plants are in each row?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

This problem is about Luna's vegetable garden.

Second, I need to determine what I need to find.

I need to find how many pepper plants are in each row.

Third, I need to determine what I know.

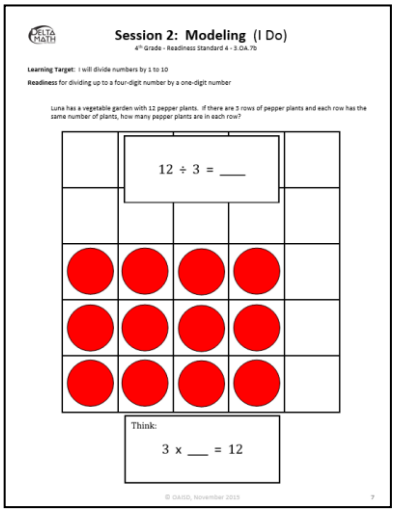
I know there are 12 plants total and shared equally in 3 rows.

Fourth, I need to figure out what I can try.

I am going to try modeling this division situation using counters.
(Place the equation card above the multiplication grid.)

I need to place the 12 counters in 3 equal rows on the division grid…
1, 2, 3, 4, ..., 10, 11, 12.
(Place the counters on the division mat filling the 3 rows on column at a time.)

After sharing 12 plants equally among 3 rows, I see there are 4 plants in each row.
(Point to the 4 counters in each row.)



Last, I need to make sure that my answer makes sense.

I found there are 4 pepper plants in each row of the vegetable garden. It makes sense because I knew there were 12 plants total and 3 equal rows of plants. And, I modeled the problem by sharing 12 counters equally among 3 rows.

Now, I would like you to notice that this division problem looks just like the multiplication problem 3 times 4.

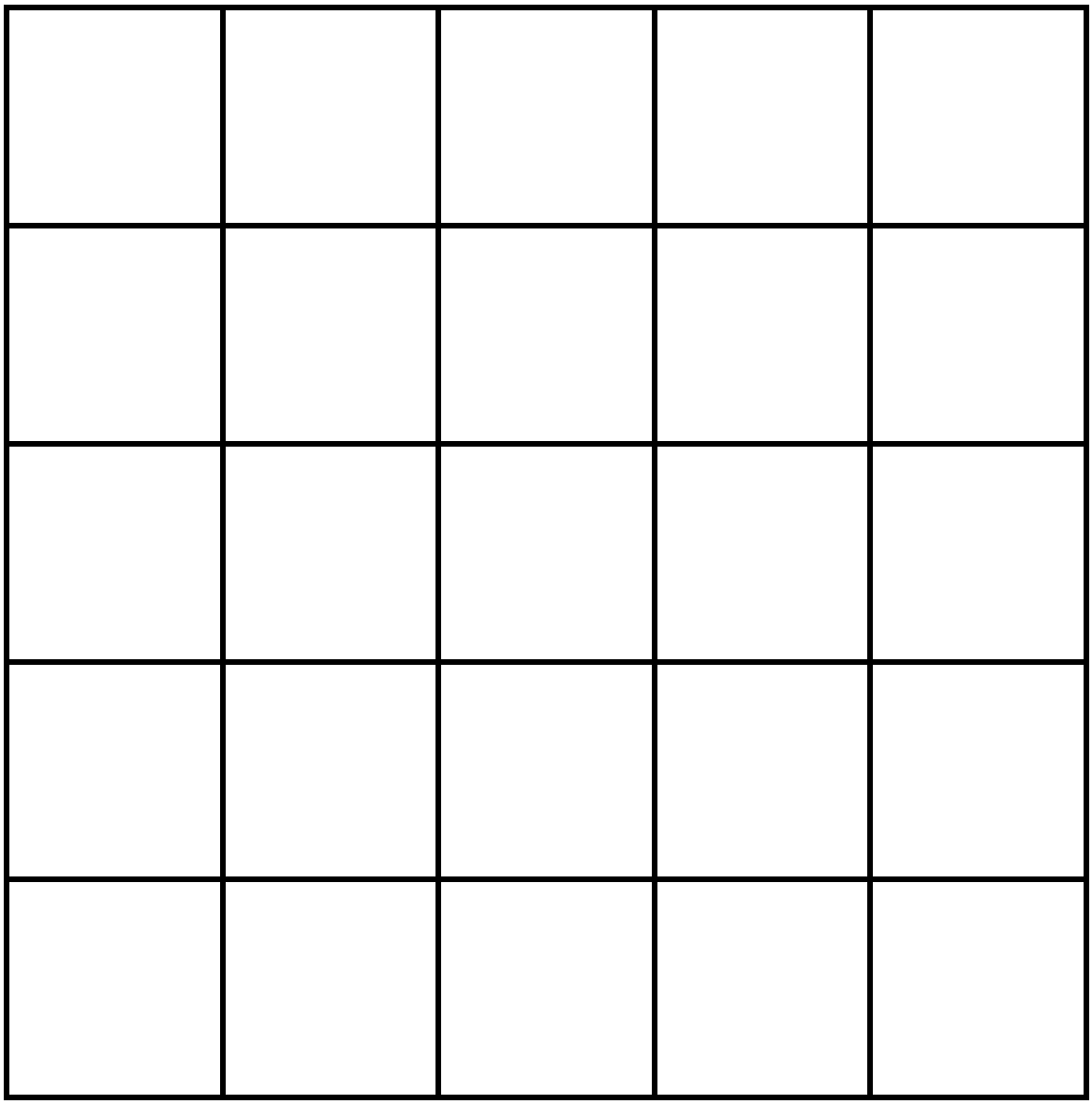
For some students, division can be made easier using a strategy called, "Think Multiply to Divide".

We can think of 12 ÷ 3 as an unknown multiplication problem…3 times what number is equal to 12?
(Place the "Think Multiply to Divide" card beneath the counters.)

We are going to solve each division problem today using counters, but then we find the "Think Multiply to Divide" card to connect the actions of division with the strategy of unknown multiplication.

Division Mat

4th Grade - Readiness Standard 4 - 3.OA.7b



Guided Practice: Division Equation Cards

4th Grade - Readiness Standard 4 - 3.OA.7b

Use for Problem 1 $9 \div 3 =$ ____	Use for Problem 2 $12 \div 4 =$ ____
Use for Problem 3 $16 \div 4 =$ ____	Use for Problem 4 $10 \div 2 =$ ____
Use for Problem 5 $15 \div 3 =$ ____	Use for Problem 6 $20 \div 4 =$ ____
Use for Problem 7 $25 \div 5 =$ ____	Use for Problem 8 $15 \div 5 =$ ____
Use for Problem 9 $20 \div 5 =$ ____	Use for Problem 10 $12 \div 3 =$ ____
Use for Modelling $12 \div 3 =$ ____	

Guided Practice: Think Multiply to Divide

4th Grade - Readiness Standard 4 - 3.OA.7b

Think: 3 x ___ = 9	Think: 4 x ___ = 12
Think: 4 x ___ = 16	Think: 2 x ___ = 10
Think: 3 x ___ = 15	Think: 4 x ___ = 20
Think: 5 x ___ = 25	Think: 5 x ___ = 15
Think: 5 x ___ = 20	Think: 3 x ___ = 12
Think: 3 x ___ = 12	

Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10 4th Grade - Readiness Standard 4 - 3.OA.7b

Session 2: Guided Practice (We Do)

Materials:

- 2-colored counters (20 per student)
- Division mat (1 per student)
- Division Equation Cards (1 set per student)
- Think Multiply to Divide Cards (1 set per student)

We Do Together: (Teacher Actions)

- Say the division problem and write the answer if you know it.
- Use counters, a division mat and equation cards (*Division* and *Think Multiply to Divide*) to find or check your answer.

1. $9 \div 3 = \_\_\_\_$	**2.** $12 \div 4 = \_\_\_\_$
3. $16 \div 4 = \_\_\_\_$	**4.** $10 \div 2 = \_\_\_\_$

Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10 4th Grade - Readiness Standard 4 - 3.OA.7b

Session 2: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to divide numbers using counters and a "think multiply to divide" strategy.

5. $15 \div 3 = \_\_\_\_$	**6.** $20 \div 4 = \_\_\_\_$
7. $25 \div 5 = \_\_\_\_$	**8.** $15 \div 5 = \_\_\_\_$
9. $20 \div 5 = \_\_\_\_$	**10.** $12 \div 3 = \_\_\_\_$

Session 2: Self-Reflection

4th Grade - Readiness Standard 4 - 3.OA.7b

Learning Target: I will dividing numbers by 1 to 10

Briefly discuss student responses:

- What did I learn today about dividing numbers by 1 to 10?

- How confident do I feel about dividing numbers by 1 to 10? *(Thumbs up, down, or sideways)*

Quick Check - Form B

4th Grade - Readiness Standard 4 - 3.OA.7b

Name_____ Date_____

Learning Target: I will divide numbers by 1 to 10.

Directions: When you are told to begin, answer as many division problems as you can.
(Work Time: 60 seconds)

$56 \div 8 =$ _____	$36 \div 4 =$ _____
$15 \div 3 =$ _____	$54 \div 9 =$ _____
$42 \div 6 =$ _____	$63 \div 7 =$ _____
$40 \div 8 =$ _____	$10 \div 2 =$ _____
$24 \div 3 =$ _____	$30 \div 10 =$ _____
$36 \div 6 =$ _____	$24 \div 6 =$ _____
$28 \div 4 =$ _____	$64 \div 8 =$ _____
$14 \div 2 =$ _____	$28 \div 7 =$ _____

Number Correct = _____

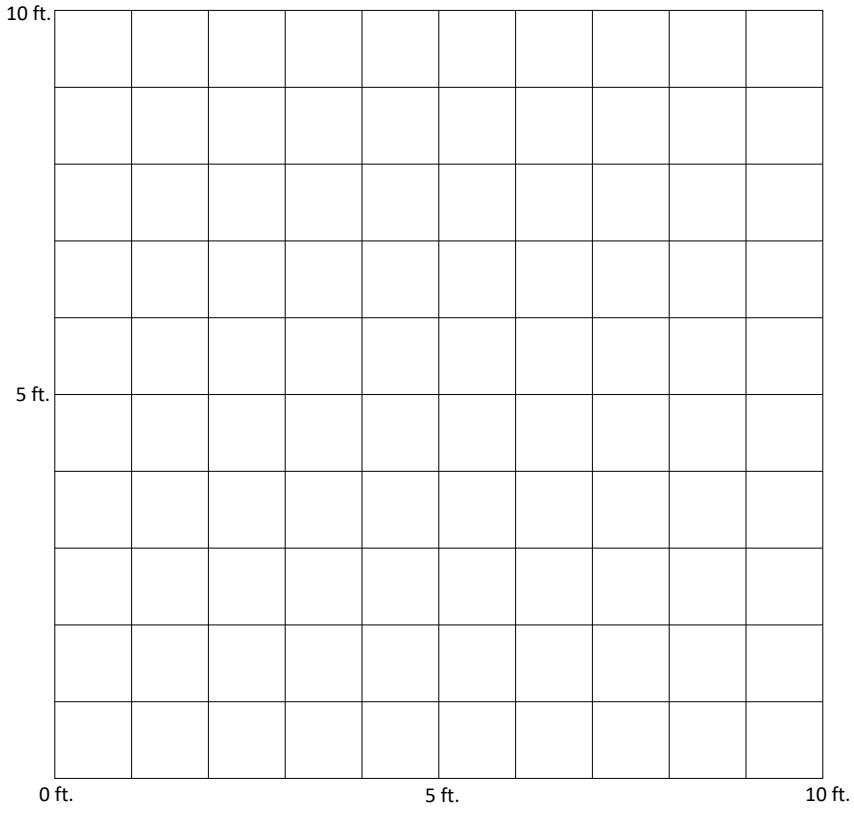
Session 3: Modeling (I Do)

4th Grade - Readiness Standard 4 - 3.OA.7b

Learning Target: I will divide numbers by 1 to 10

Readiness for dividing up to a four-digit number by a one-digit number

Mrs. K. created a rectangular reading area in her 4th grade classroom using 48 carpet squares. If each carpet square measures 1 ft. by 1 ft. and the reading area is 6 ft. wide, how long is the reading area?



Session 3: **Modeling** (I Do - Teacher Notes)

4th Grade - Readiness Standard 4 - 3.OA.7b

Learning Target: I will divide numbers by 1 to 10

Readiness for dividing up to a four-digit number by a one-digit number

> Mrs. K. created a rectangular reading area in her 4th grade classroom using 48 carpet squares. If each carpet square measures 1 ft. by 1 ft. and the reading area is 6 ft. wide, how long is the reading area?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

This problem is about Mrs. K's rectangular reading area.

Second, I need to determine what I need to find.

I need to find how the rectangular reading area is.

Third, I need to determine what I know.

I know that each carpet square is 1 ft. by 1 ft., the reading area used 48 carpet squares and is 6 ft. wide.

Fourth, I need to figure out what I can try.

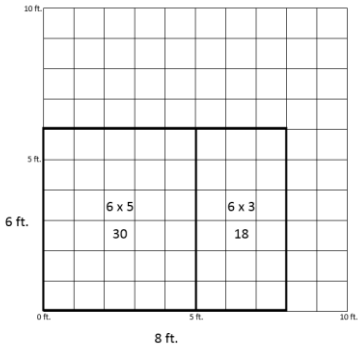
This time, I am going to try drawing the reading area on a grid and use multiplication to help me to find 48 ÷ 6. (Write 48 ÷ 6 = ___ below the grid.)

The rectangle is 6 ft. wide…1, 2, 3, 4, 5, 6…
(Count 6 squares up. Draw and label the width.)

I know if it was 5 feet long, it would use 30 squares…1, 2, 3, 4, 5…
(Count 5 squares over. Draw and label the partial area.)

I will subtract 30 from 48 to find the number of carpet squares I have left…18.
(Write "-30" and "18" under "48".)

Since the partial lengths are 5 and 3, the total length is 8.
(Write "8" on the answer line.)



$48 \div 6 = 8$

-30

18

5 3

Last, I need to make sure that my answer makes sense.

I found that Mrs. K made a rectangular reading area that was 8 feet long. It makes sense because I drew a picture and used multiplication to create partial areas that added together to equal 48.

Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10 4th Grade - Readiness Standard 4 - 3.OA.7b

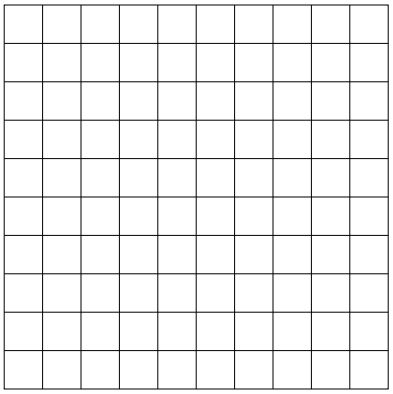
Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the division problem and write the answer if you know it.
- Use a "think multiply to divide" strategy and a break-apart drawing to find or check your answer.

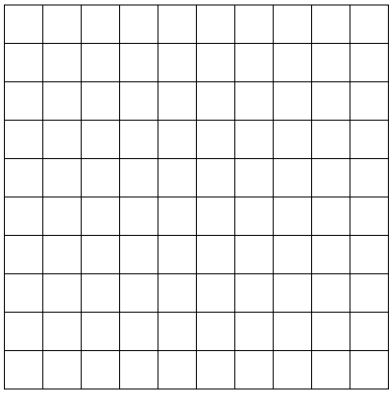
1.

$27 \div 3 =$ ____



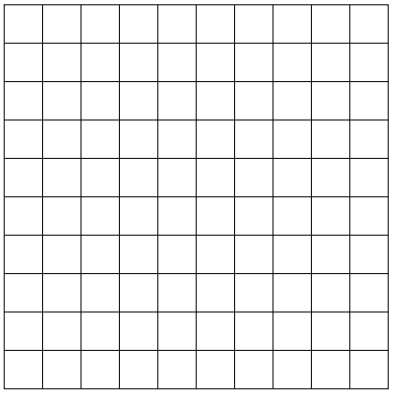
2.

$28 \div 4 =$ ____



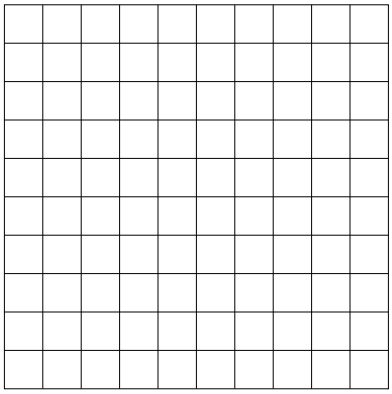
3.

$42 \div 6 =$ ____



4.

$48 \div 8 =$ ____



Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10

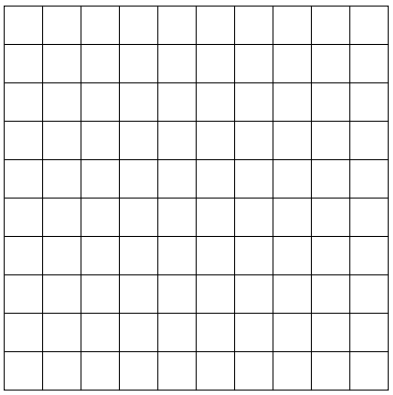
4th Grade - Readiness Standard 4 - 3.OA.7b

Session 3: Guided Practice (We Do - Continued)

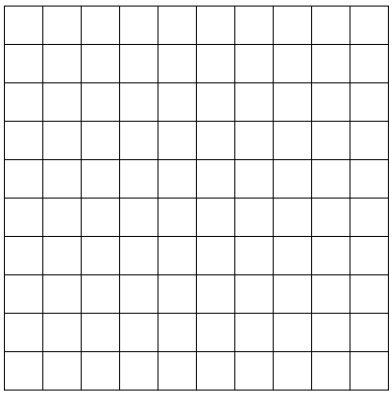
You Do Together: (As a class, or in small groups)

- Students take turns leading to divide numbers using a think multiply to divide strategy.

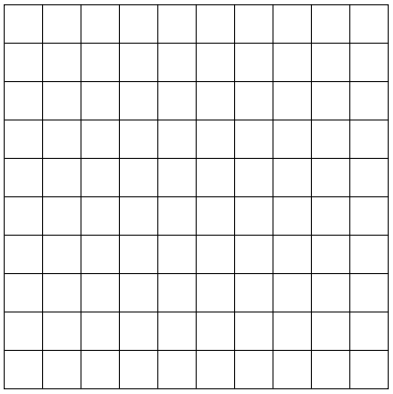
5. $28 \div 7 =$ ____



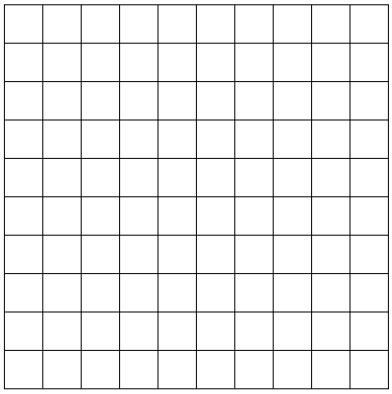
6. $54 \div 9 =$ ____



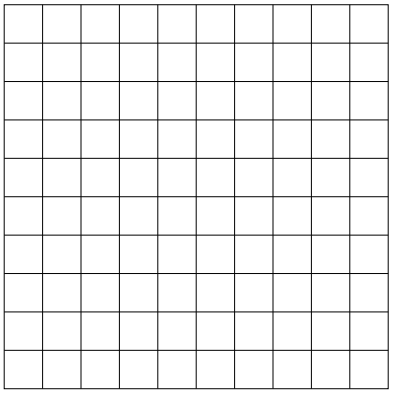
7. $56 \div 8 =$ ____



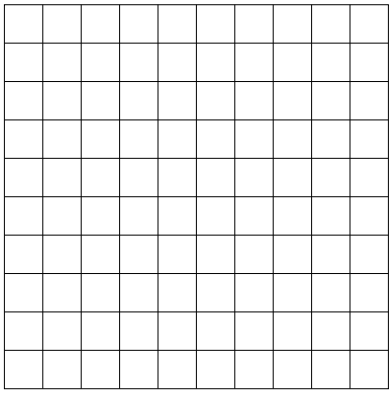
8. $42 \div 7 =$ ____



9. $54 \div 6 =$ ____



10. $72 \div 9 =$ ____



Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10 4th Grade - Readiness Standard 4 - 3.OA.7b

Session 3: Guided Practice *(We Do – Teacher Notes)*

We Do Together: (Teacher Actions)

- Say the division problem and write the answer if you know it.
- Use a "think multiply to divide" strategy and a break-apart drawing to find or check your answer.

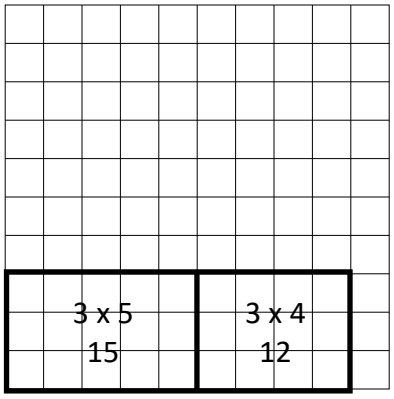
1.

$27 \div 3 = 9$

-15

12

5 4



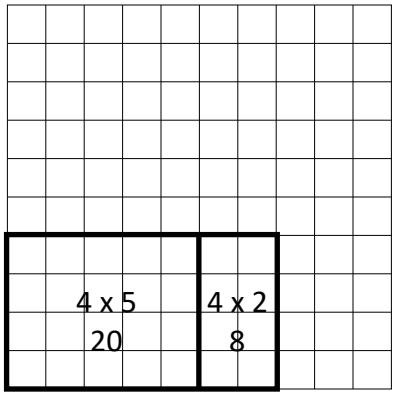
2.

$28 \div 4 = 7$

-20

8

5 2



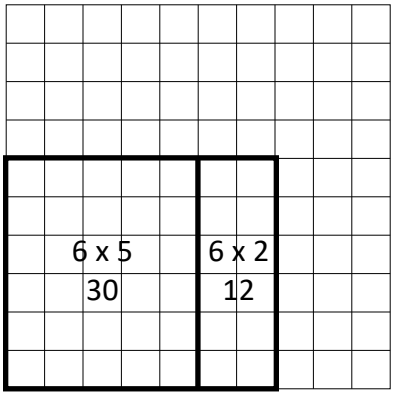
3.

$42 \div 6 = 7$

-30

12

5 2



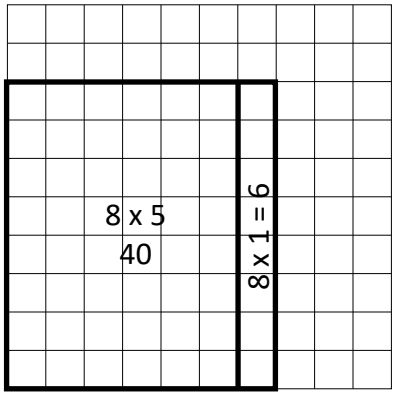
4.

$48 \div 8 = 6$

-40

8

5 1



Session 3: Self-Reflection

4th Grade - Readiness Standard 4 - 3.OA.7b

Learning Target: I will dividing numbers by 1 to 10

Briefly discuss student responses:

- What did I learn today about dividing numbers by 1 to 10?

- How confident do I feel about dividing numbers by 1 to 10? *(Thumbs up, down, or sideways)*

Quick Check - Form C

4th Grade - Readiness Standard 4 - 3.OA.7b

Name_____ Date_____

Learning Target: I will divide numbers by 1 to 10.

Directions: When you are told to begin, answer as many division problems as you can.
(Work Time: 60 seconds)

$36 \div 4 =$ _____	$56 \div 7 =$ _____
$24 \div 3 =$ _____	$30 \div 10 =$ _____
$36 \div 6 =$ _____	$24 \div 6 =$ _____
$28 \div 4 =$ _____	$64 \div 8 =$ _____
$54 \div 6 =$ _____	$18 \div 9 =$ _____
$12 \div 4 =$ _____	$63 \div 7 =$ _____
$40 \div 5 =$ _____	$10 \div 2 =$ _____
$42 \div 6 =$ _____	$28 \div 7 =$ _____

Number Correct = _____

Session 4: Modeling (I Do)

4th Grade - Readiness Standard 4 - 3.OA.7b

Learning Target: I will divide numbers by 1 to 10

Readiness for dividing up to a four-digit number by a one-digit number

Gianna sells cupcakes in boxes and each box holds 6 cupcakes. If she usually sells 48 cupcakes each Saturday, how many boxes of cupcakes does she usually sell on Saturdays?

Session 4: Modeling (I Do - Teacher Notes)

4th Grade - Readiness Standard 4 - 3.OA.7b

Learning Target: I will divide numbers by 1 to 10

Readiness for dividing up to a four-digit number by a one-digit number

> Gianna sells cupcakes in boxes and each box holds 6 cupcakes. If she usually sells 48 cupcakes each Saturday, how many boxes of cupcakes does she usually sell on Saturdays?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

This problem is about Gianna selling cupcakes.

Second, I need to determine what I need to find.

I need to find how many boxes of cupcakes she usually sells on Saturdays.

Third, I need to determine what I know.

I know that each box holds 6 cupcakes and she usually sells 48 cupcakes on Saturdays.

Fourth, I need to figure out what I can try.

This time, I am going to try modeling the actions using an equation with number bonds.

On a typical Saturday, Gianna usually sells 48 cupcakes and each box holds 6 cupcakes…
(Write "48 cupcakes…each box holds 6 cupcakes".)

Since I know the total number of cupcakes and how many cupcakes are in each box…I can find the number of cupcakes in each box using a division problem. (Write "48 ÷ 6 = _____".)

And, I know I can solve a division problem using a think multiply to divide strategy.
(Write "Think: 6 x ___ = 48".)

To help me find the missing factor, I am going to break it into chunks.
(Write two number bonds under the answer line.)

I know that 6 x 5 is equal to 30. (Write "5" under the first number bond, "-30" under the 48.)

There are 18 left. (Write "18" under the "-30".)

And I know that 6 x 3 is equal to 18….
(Write "3" under the second number bond.)

So, 48 ÷ 6 is equal to 8 which equals 48.
(Write "8" on the answer line.)

48 cupcakes…each box holds 6 cupcakes

48 ÷ 6 = 8 "Think: 6 x ___ = 48"

8 = 5 + 3

48 − 30 = 18

Last, I need to make sure that my answer makes sense.

I found that Gianna usually sells 8 boxes of cupcakes on Saturdays. It makes sense because I modelled this "equal groups" situation with a division problem. Then, I used a "think multiply to divide" strategy with number bonds to find the partial quotients and make it easier for me.

Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10 4th Grade - Readiness Standard 4 - 3.OA.7b

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the division problem and write the answer if you know it.
- Use a "think multiply to divide" strategy and number bonds to find or check your answer.

1. $24 \div 3 =$ _____	**2.** $28 \div 4 =$ _____
3. $42 \div 7 =$ _____	**4.** $72 \div 8 =$ _____

Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10 4th Grade - Readiness Standard 4 - 3.OA.7b

Session 4: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to divide the numbers by 1 to 10.

5. $54 \div 9 =$ _____	**6.** $42 \div 6 =$ _____
7. $64 \div 8 =$ _____	**8.** $56 \div 7 =$ _____
9. $63 \div 7 =$ _____	**10.** $54 \div 6 =$ _____
11. $36 \div 4 =$ _____	**12.** $56 \div 8 =$ _____
13. $48 \div 8 =$ _____	**14.** $32 \div 4 =$ _____

Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10 4th Grade - Readiness Standard 4 - 3.OA.7b

Session 4: Guided Practice (We Do - *Teacher Notes*)

We Do Together: (Teacher Actions)

- Say the division problem and write the answer if you know it.
- Use a "think multiply to divide" strategy and number bonds to find or check your answer.

1. ***"3 times what number equals 24?"*** $24 \div 3 =$ 8 -15 9 5 3	**2.** ***"4 times what number equals 32?"*** $32 \div 4 =$ 7 -20 12 5 2
3. ***"7 times what number equals 42?"*** $42 \div 7 =$ 6 -35 7 5 1	**4.** ***"8 times what number equals 72?"*** $72 \div 8 =$ 9 -40 32 5 4

Session 4: Self-Reflection

4th Grade - Readiness Standard 4 - 3.OA.7b

Learning Target: I will dividing numbers by 1 to 10

Briefly discuss student responses:

- What did I learn today about dividing numbers by 1 to 10?

- How confident do I feel about dividing numbers by 1 to 10? *(Thumbs up, down, or sideways)*

Quick Check - Form D

4th Grade - Readiness Standard 4 - 3.OA.7b

Name_____ Date_____

Learning Target: I will divide numbers by 1 to 10.

Directions: When you are told to begin, answer as many division problems as you can.
(Work Time: 60 seconds)

$54 \div 9 =$ _____	$36 \div 4 =$ _____
$12 \div 2 =$ _____	$18 \div 2 =$ _____
$42 \div 6 =$ _____	$63 \div 9 =$ _____
$40 \div 5 =$ _____	$56 \div 8 =$ _____
$64 \div 8 =$ _____	$28 \div 7 =$ _____
$24 \div 3 =$ _____	$30 \div 10 =$ _____
$36 \div 9 =$ _____	$24 \div 6 =$ _____
$28 \div 4 =$ _____	$12 \div 3 =$ _____

Number Correct = _____

Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10 4th Grade - Readiness Standard 4 - 3.OA.7b

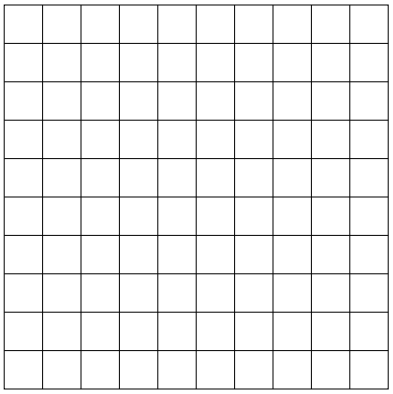
Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the division problem and write the answer if you know it.
- Use a "think multiply to divide" strategy and a break-apart drawing to find or check your answer.

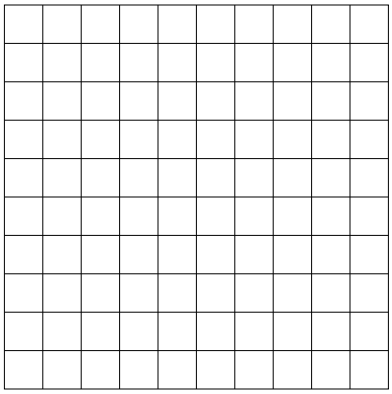
1.

$24 \div 3 =$ ____



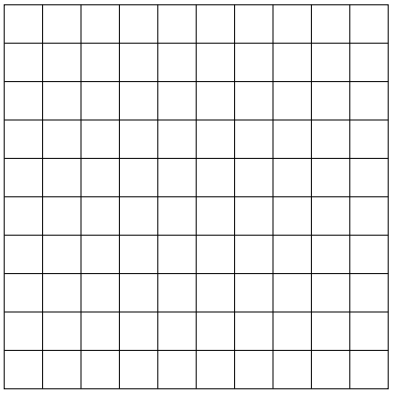
2.

$36 \div 4 =$ ____



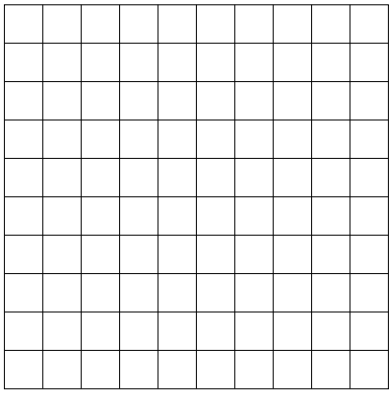
3.

$48 \div 8 =$ ____



4.

$42 \div 6 =$ ____



Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10

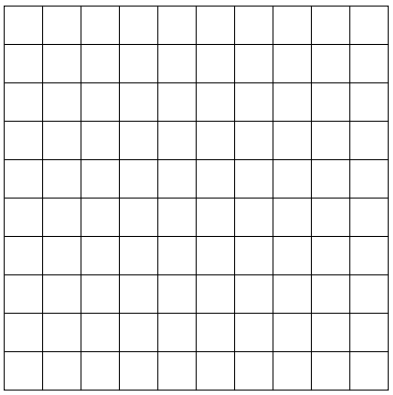
4th Grade - Readiness Standard 4 - 3.OA.7b

Session 5: Guided Practice (We Do - Continued)

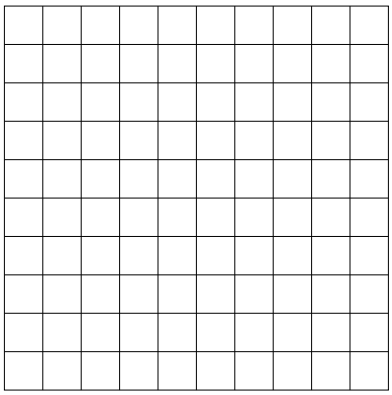
You Do Together: (As a class, or in small groups)

- Students take turns leading to divide numbers using a think multiply to divide strategy.

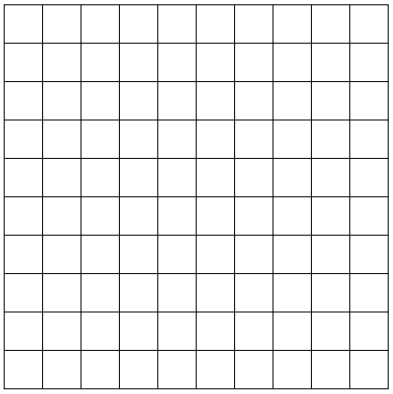
5. $28 \div 4 =$ ____



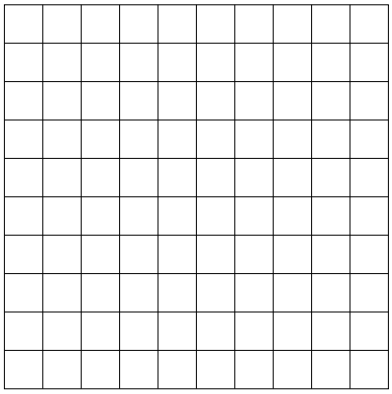
6. $54 \div 6 =$ ____



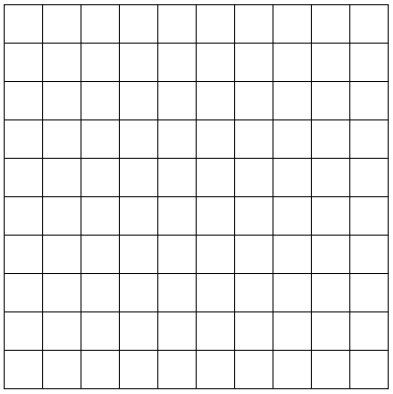
7. $56 \div 7 =$ ____



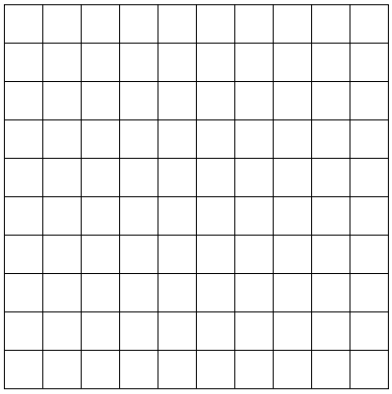
8. $45 \div 9 =$ ____



9. $54 \div 9 =$ ____



10. $72 \div 8 =$ ____



Session 5: Self-Reflection

4th Grade - Readiness Standard 4 - 3.OA.7b

Learning Target: I will dividing numbers by 1 to 10

Briefly discuss student responses:

- What did I learn today about dividing numbers by 1 to 10?

- How confident do I feel about dividing numbers by 1 to 10? *(Thumbs up, down, or sideways)*

Quick Check - Form E

4th Grade - Readiness Standard 4 - 3.OA.7b

Name_____ Date_____

Learning Target: I will divide numbers by 1 to 10.

Directions: When you are told to begin, answer as many division problems as you can.
(Work Time: 60 seconds)

$56 \div 8 =$ _____	$36 \div 4 =$ _____
$24 \div 3 =$ _____	$30 \div 10 =$ _____
$36 \div 6 =$ _____	$24 \div 6 =$ _____
$28 \div 4 =$ _____	$64 \div 8 =$ _____
$10 \div 2 =$ _____	$18 \div 9 =$ _____
$42 \div 6 =$ _____	$63 \div 7 =$ _____
$40 \div 5 =$ _____	$54 \div 6 =$ _____
$12 \div 3 =$ _____	$28 \div 7 =$ _____

Number Correct = _____

Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10 4th Grade - Readiness Standard 4 - 3.OA.7b

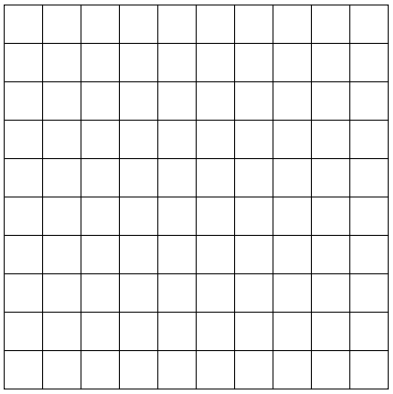
Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the division problem and write the answer if you know it.
- Use a "think multiply to divide" strategy and a break-apart drawing to find or check your answer.

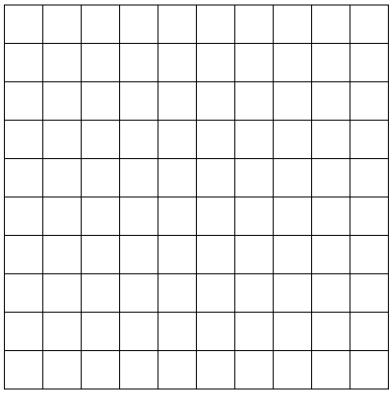
1.

$42 \div 7 =$ ____



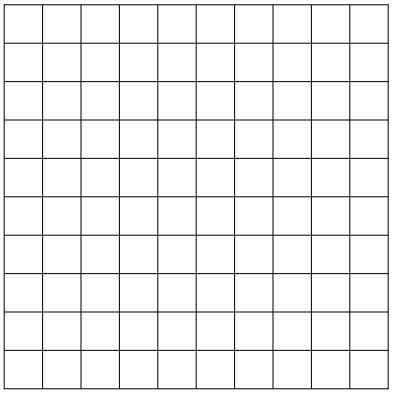
2.

$54 \div 9 =$ ____



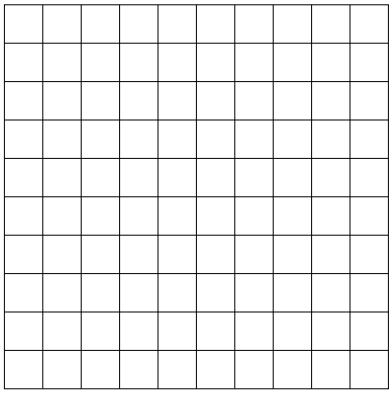
3.

$28 \div 4 =$ ____



4.

$56 \div 8 =$ ____



Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10

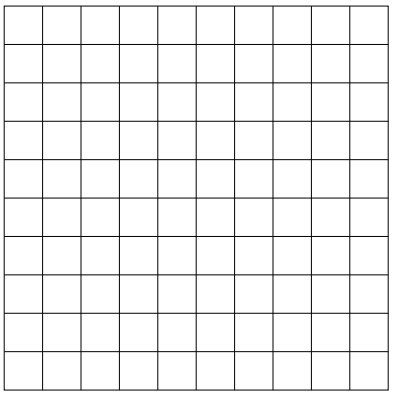
4th Grade - Readiness Standard 4 - 3.OA.7b

Session 6: Guided Practice (We Do - Continued)

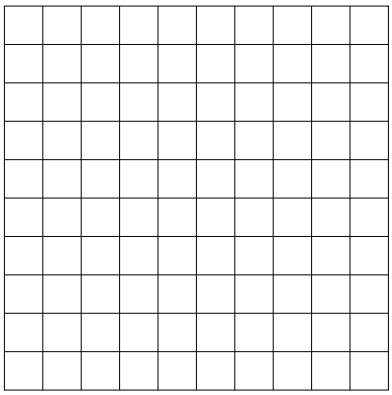
You Do Together: (As a class, or in small groups)

- Students take turns leading to divide numbers using a think multiply to divide strategy.

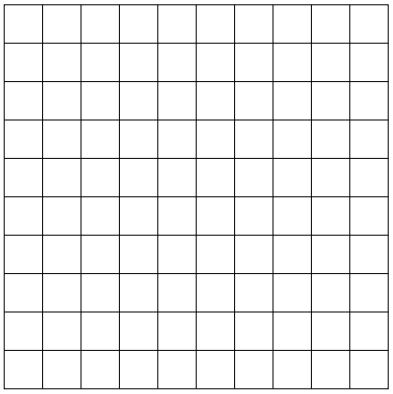
5. $42 \div 6 =$ ____



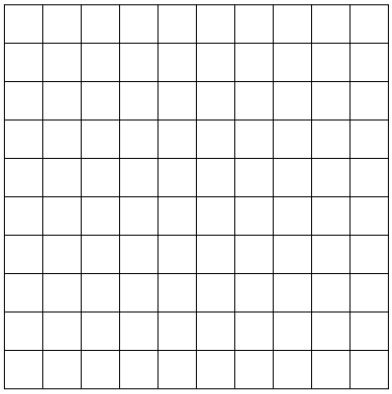
6. $28 \div 7 =$ ____



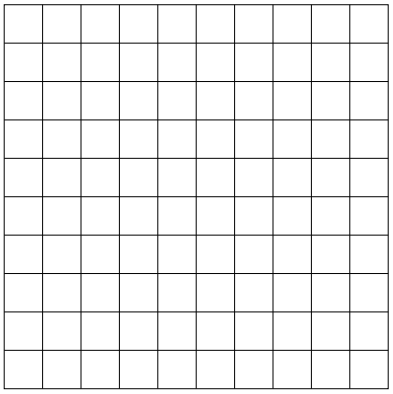
7. $48 \div 8 =$ ____



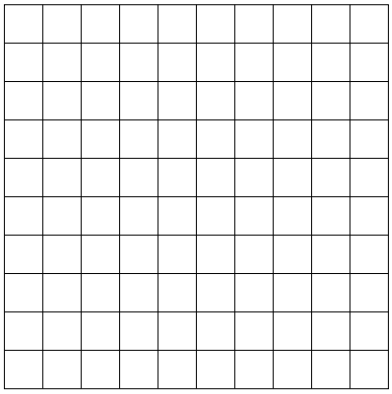
8. $27 \div 3 =$ ____



9. $54 \div 6 =$ ____



10. $63 \div 9 =$ ____



Session 6: Self-Reflection

4th Grade - Readiness Standard 4 - 3.OA.7b

Learning Target: I will dividing numbers by 1 to 10

Briefly discuss student responses:

- What did I learn today about dividing numbers by 1 to 10?

- How confident do I feel about dividing numbers by 1 to 10? *(Thumbs up, down, or sideways)*

Quick Check - Form F

4th Grade - Readiness Standard 4 - 3.OA.7b

Name_____ Date_____

Learning Target: I will divide numbers by 1 to 10.

Directions: When you are told to begin, answer as many division problems as you can.
(Work Time: 60 seconds)

$56 \div 8 =$ _____	$36 \div 4 =$ _____
$15 \div 3 =$ _____	$54 \div 9 =$ _____
$42 \div 6 =$ _____	$63 \div 7 =$ _____
$40 \div 8 =$ _____	$10 \div 2 =$ _____
$24 \div 3 =$ _____	$30 \div 10 =$ _____
$36 \div 6 =$ _____	$24 \div 6 =$ _____
$28 \div 4 =$ _____	$64 \div 8 =$ _____
$14 \div 2 =$ _____	$28 \div 7 =$ _____

Number Correct = _____

Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10 4th Grade - Readiness Standard 4 - 3.OA.7b

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the division problem and write the answer if you know it.
- Use a "think multiply to divide" strategy and number bonds to find or check your answer.

1. $27 \div 3 =$ _____	**2.** $32 \div 4 =$ _____
3. $35 \div 7 =$ _____	**4.** $56 \div 8 =$ _____

Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10 4th Grade - Readiness Standard 4 - 3.OA.7b

Session 7: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to divide the numbers by 1 to 10.

5. $54 \div 6 =$ _____	**6.** $42 \div 6 =$ _____
7. $64 \div 8 =$ _____	**8.** $56 \div 7 =$ _____
9. $63 \div 9 =$ _____	**10.** $54 \div 9 =$ _____
11. $36 \div 4 =$ _____	**12.** $72 \div 8 =$ _____
13. $48 \div 8 =$ _____	**14.** $28 \div 4 =$ _____

Session 7: Self-Reflection

4th Grade - Readiness Standard 4 - 3.OA.7b

Learning Target: I will dividing numbers by 1 to 10

Briefly discuss student responses:

- What did I learn today about dividing numbers by 1 to 10?

- How confident do I feel about dividing numbers by 1 to 10? *(Thumbs up, down, or sideways)*

Quick Check - Form G

4th Grade - Readiness Standard 4 - 3.OA.7b

Name_____ Date_____

Learning Target: I will divide numbers by 1 to 10.

Directions: When you are told to begin, answer as many division problems as you can.
(Work Time: 60 seconds)

$36 \div 4 =$ _____	$56 \div 7 =$ _____
$24 \div 3 =$ _____	$30 \div 10 =$ _____
$36 \div 6 =$ _____	$24 \div 6 =$ _____
$28 \div 4 =$ _____	$64 \div 8 =$ _____
$54 \div 6 =$ _____	$18 \div 9 =$ _____
$12 \div 4 =$ _____	$63 \div 7 =$ _____
$40 \div 5 =$ _____	$10 \div 2 =$ _____
$42 \div 6 =$ _____	$28 \div 7 =$ _____

Number Correct = _____

Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10 4th Grade - Readiness Standard 4 - 3.OA.7b

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the division problem and write the answer if you know it.
- Use a "think multiply to divide" strategy and number bonds to find or check your answer.

1. $36 \div 4 =$ _____	**2.** $54 \div 9 =$ _____
3. $42 \div 6 =$ _____	**4.** $63 \div 7 =$ _____

Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10 4th Grade - Readiness Standard 4 - 3.OA.7b

Session 8: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to divide the numbers by 1 to 10.

5. $28 \div 4 =$ _____	**6.** $42 \div 7 =$ _____
7. $49 \div 7 =$ _____	**8.** $56 \div 8 =$ _____
9. $72 \div 8 =$ _____	**10.** $54 \div 6 =$ _____
11. $24 \div 3 =$ _____	**12.** $56 \div 7 =$ _____
13. $48 \div 6 =$ _____	**14.** $32 \div 4 =$ _____

Session 8: Self-Reflection

4th Grade - Readiness Standard 4 - 3.OA.7b

Learning Target: I will dividing numbers by 1 to 10

Briefly discuss student responses:

- What did I learn today about dividing numbers by 1 to 10?

- How confident do I feel about dividing numbers by 1 to 10? *(Thumbs up, down, or sideways)*

Quick Check - Form H

4th Grade - Readiness Standard 4 - 3.OA.7b

Name_____ Date_____

Learning Target: I will divide numbers by 1 to 10.

Directions: When you are told to begin, answer as many division problems as you can.
(Work Time: 60 seconds)

$54 \div 9 =$ _____	$36 \div 4 =$ _____
$12 \div 2 =$ _____	$18 \div 2 =$ _____
$42 \div 6 =$ _____	$63 \div 9 =$ _____
$40 \div 5 =$ _____	$56 \div 8 =$ _____
$64 \div 8 =$ _____	$28 \div 7 =$ _____
$24 \div 3 =$ _____	$30 \div 10 =$ _____
$36 \div 9 =$ _____	$24 \div 6 =$ _____
$28 \div 4 =$ _____	$12 \div 3 =$ _____

Number Correct = _____

Independent Practice (You Do)

4th Grade - Readiness Standard 4 - 3.OA.7b

Learning Target: I will divide numbers by 1 to 10

Readiness for dividing up to a four-digit number by a one-digit number

Title of Game: "The Last Rectangle - Divison"

Number of Players: 2

Objective: To be the player that fills in the last (possible) rectangle.

Materials:

- 2 Dice (Options: 6 sided traditional, 6 sided with numbers or 10 sided with numbers)

Directions:

- Players take turns tossing the two dice and outlining a rectangle whose dimensions are determined by the roll.
  - Each rectangle may be placed anywhere on the playing surface, within the frame of the game.
  - Say a division problem that can be made.
  - Write the division problem with its answer in the outlined rectangle.
- The player filling in the last (possible) rectangle is the winner.
- A roll of "1 x 1" should be considered a "miss your turn" roll, unless it can be used to fill in the last rectangle remaining on the game board.

Questions for Solving Word Problems

Q_1 ***What is the problem about?***
Q_2 ***What do I need to find?***
Q_3 ***What do I know?***
Q_4 ***What can I try?***
Q_5 ***Does my answer make sense?***

Steps for Solving Word Problems

Q_1. *What is the problem about?*
Q_2. *What do I need to find?*
Q_3. *What do I know?*
Q_4. *What can I try?*
Q_5. *Does my answer make sense?*