



Tier 3

Intervention Lessons

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

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Tier 3 Intervention Planning Guide

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	
<p>Beginning (5 min.)</p>	<ul style="list-style-type: none"> ➤ Review the learning target with the whole group ➤ Ask each student to set a goal for the day based on their previous Quick Check Score ➤ Have each student use a highlighter to plot their goal for the day
<p>Middle (15 min.)</p>	<ul style="list-style-type: none"> ➤ Model solving a word problem – “I do” (<i>Sessions 1, 3 and 6 only</i>) ➤ Guided Practice – “We do” <p>Sessions 1 and 2: Divide numbers using counters, arrays and a “think multiply to divide” strategy. Sessions 3, 4 and 5: Divide numbers using area drawings and a “think multiply to divide” strategy. Sessions 6, 7 and 8: Divide numbers using known facts and a “think multiply to divide” strategy.</p>
<p>End (10 min.)</p>	<ul style="list-style-type: none"> ➤ Bring the students back together. ➤ Ask students to reflect on their progress towards the learning target <ul style="list-style-type: none"> ○ What did I learn today about dividing numbers by 1 to 10? ○ 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 <ul style="list-style-type: none"> ○ If not using Delta Math lessons, record the activity in the table ➤ Collect each student’s Quick Check and Growth Chart
<p>After Session 6</p>	<ul style="list-style-type: none"> ➤ Differentiation Options: <ul style="list-style-type: none"> ○ Allow students who met the learning goal to work independently while others do the guided practice during the next session ○ Exit students who met the learning goal for a third time ➤ Problem solve with a team to plan additional support for students who do not meet the learning goal within 8 sessions



Session 1: Modeling (I Do)

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 1: Modeling (I Do - Teacher Notes)

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 $12 \div 3$ 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



Guided Practice: Division Equation Cards

Use for Problem 1

$$9 \div 3 = \underline{\quad}$$

Use for Problem 2

$$12 \div 4 = \underline{\quad}$$

Use for Problem 3

$$16 \div 4 = \underline{\quad}$$

Use for Problem 4

$$10 \div 2 = \underline{\quad}$$

Use for Problem 5

$$15 \div 3 = \underline{\quad}$$

Use for Problem 6

$$20 \div 4 = \underline{\quad}$$

Use for Problem 7

$$25 \div 5 = \underline{\quad}$$

Use for Problem 8

$$15 \div 5 = \underline{\quad}$$

Use for Problem 9

$$20 \div 5 = \underline{\quad}$$

Use for Problem 10

$$12 \div 3 = \underline{\quad}$$

Use for Modelling

$$12 \div 3 = \underline{\quad}$$



Guided Practice: Think Multiply to Divide

Think:

$$3 \times \underline{\quad} = 9$$

Think:

$$4 \times \underline{\quad} = 12$$

Think:

$$4 \times \underline{\quad} = 16$$

Think:

$$2 \times \underline{\quad} = 10$$

Think:

$$3 \times \underline{\quad} = 15$$

Think:

$$4 \times \underline{\quad} = 20$$

Think:

$$5 \times \underline{\quad} = 25$$

Think:

$$5 \times \underline{\quad} = 15$$

Think:

$$5 \times \underline{\quad} = 20$$

Think:

$$3 \times \underline{\quad} = 12$$

Think:

$$3 \times \underline{\quad} = 12$$



Name _____

Date _____

Learning Target: I will divide numbers by 1 to 10

Session 1: 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. $9 \div 3 = \underline{\quad}$	2. $12 \div 4 = \underline{\quad}$
3. $16 \div 4 = \underline{\quad}$	4. $10 \div 2 = \underline{\quad}$



Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10

Session 1: 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. $15 \div 3 = \underline{\quad}$	6. $20 \div 4 = \underline{\quad}$
7. $25 \div 5 = \underline{\quad}$	8. $15 \div 5 = \underline{\quad}$
9. $20 \div 5 = \underline{\quad}$	10. $12 \div 3 = \underline{\quad}$



Session 1: Self-Reflection

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 A

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)

$56 \div 8 = \underline{\quad}$

$36 \div 4 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$30 \div 10 = \underline{\quad}$

$36 \div 6 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$64 \div 8 = \underline{\quad}$

$10 \div 2 = \underline{\quad}$

$18 \div 9 = \underline{\quad}$

$42 \div 6 = \underline{\quad}$

$63 \div 7 = \underline{\quad}$

$40 \div 5 = \underline{\quad}$

$54 \div 6 = \underline{\quad}$

$12 \div 3 = \underline{\quad}$

$28 \div 7 = \underline{\quad}$

Number Correct =

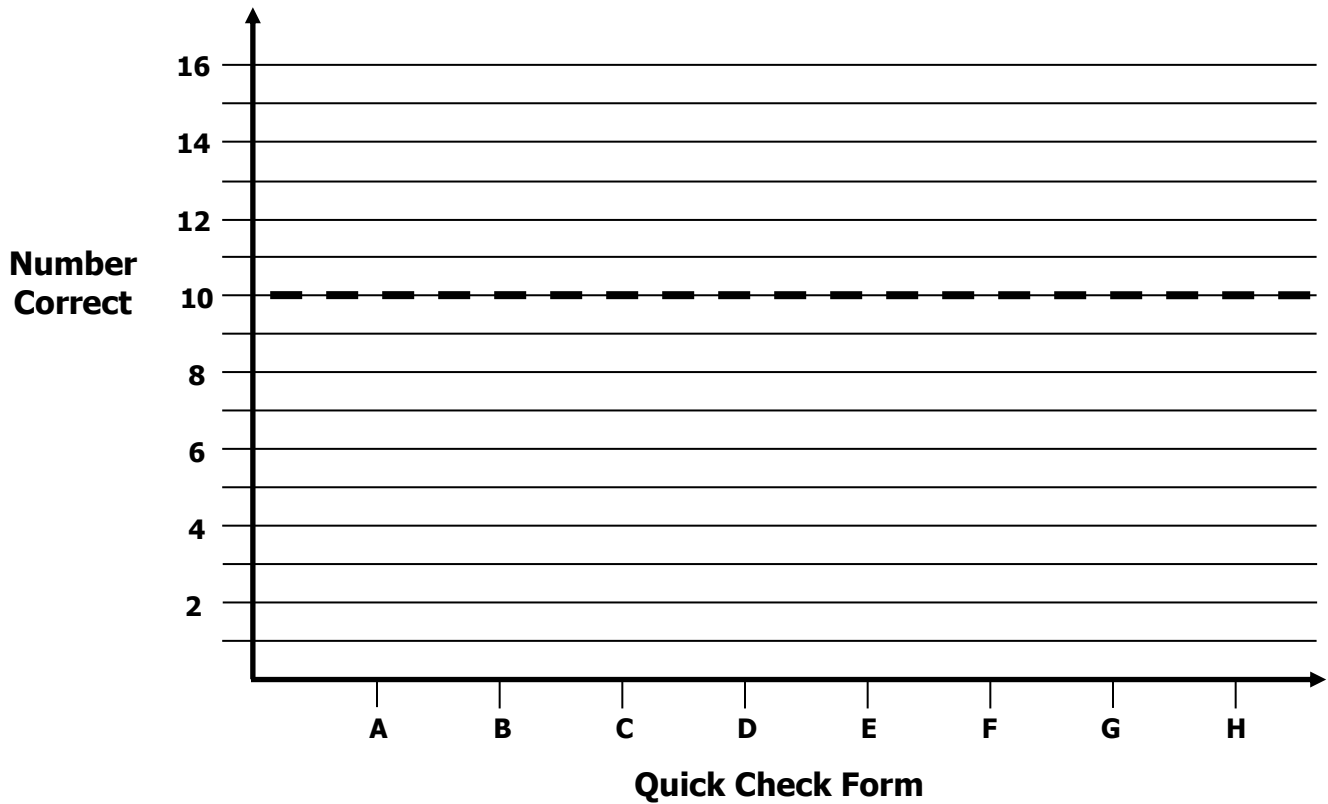


Growth Chart

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:		



Name _____

Date _____

Learning Target: I will divide numbers by 1 to 10

Session 2: Guided Practice (We Do)

Materials:

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

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. $10 \div 2 = \underline{\quad}$	2. $12 \div 3 = \underline{\quad}$
3. $15 \div 3 = \underline{\quad}$	4. $16 \div 4 = \underline{\quad}$



Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10

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. $9 \div 3 = \underline{\quad}$	6. $20 \div 4 = \underline{\quad}$
7. $15 \div 3 = \underline{\quad}$	8. $25 \div 5 = \underline{\quad}$
9. $20 \div 4 = \underline{\quad}$	10. $12 \div 4 = \underline{\quad}$



Session 2: Self-Reflection

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

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)

$56 \div 8 = \underline{\quad}$

$36 \div 4 = \underline{\quad}$

$15 \div 3 = \underline{\quad}$

$54 \div 9 = \underline{\quad}$

$42 \div 6 = \underline{\quad}$

$63 \div 7 = \underline{\quad}$

$40 \div 8 = \underline{\quad}$

$10 \div 2 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$30 \div 10 = \underline{\quad}$

$36 \div 6 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$64 \div 8 = \underline{\quad}$

$14 \div 2 = \underline{\quad}$

$28 \div 7 = \underline{\quad}$

Number Correct =

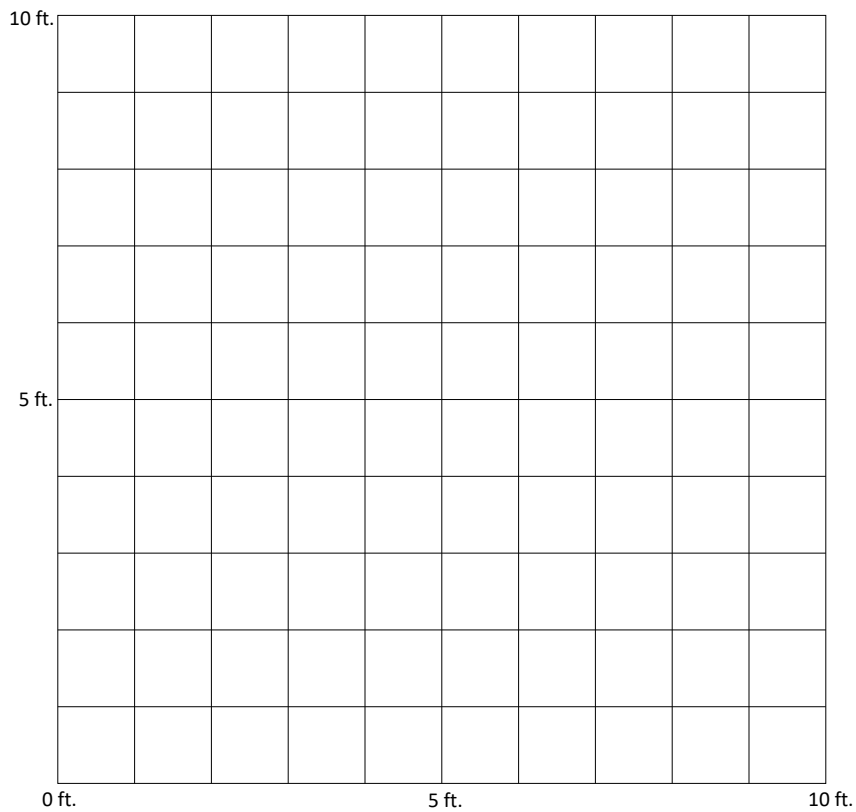


Session 3: Modeling (I Do)

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)

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 $48 \div 6$. (Write $48 \div 6 = \underline{\quad}$ 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...

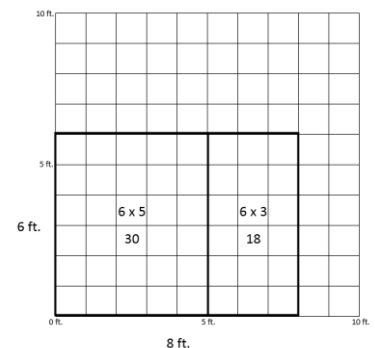
(Count 5 squares over. Draw and label the partial area.)

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.)



$$48 \div 6 = \frac{8}{5 \quad 3}$$

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

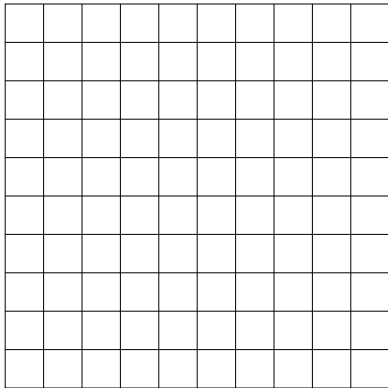
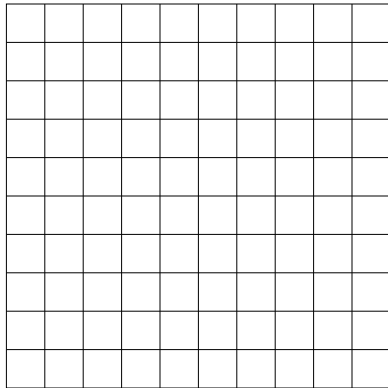
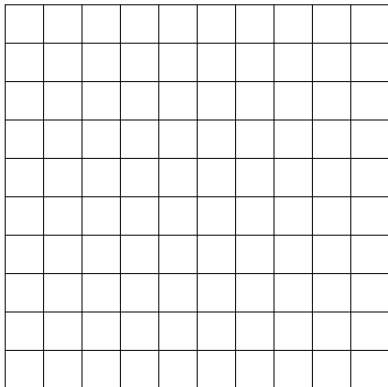
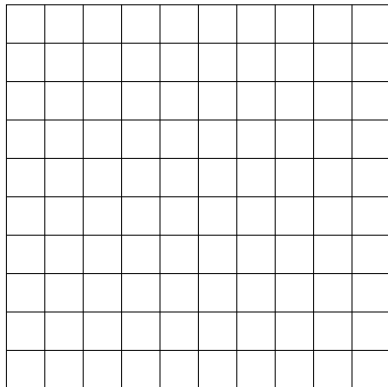
I found that Mrs. K made a rectangular reading area that was 8 feet long. It makes sense because I drew a picture and used multiplication to create partial areas that added together to equal 48.

Learning Target: I will divide numbers by 1 to 10

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.

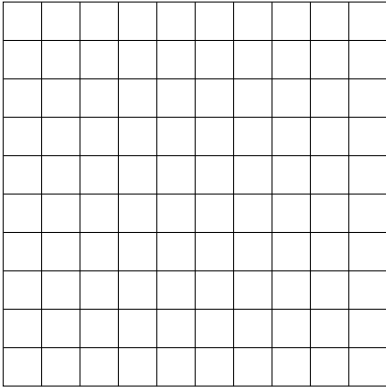
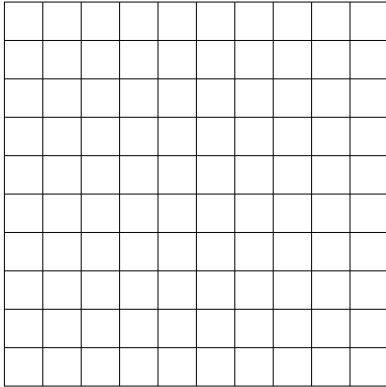
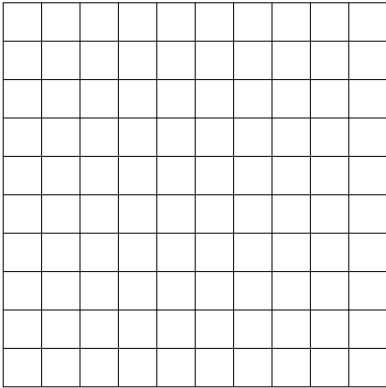
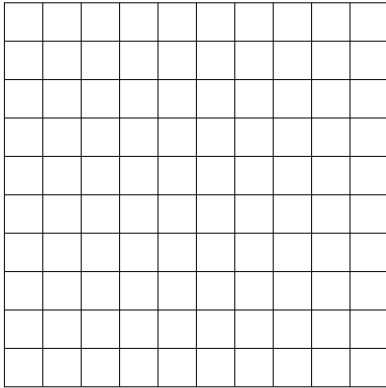
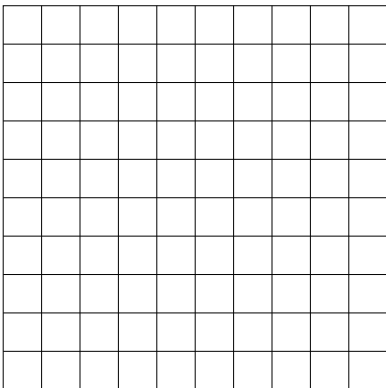
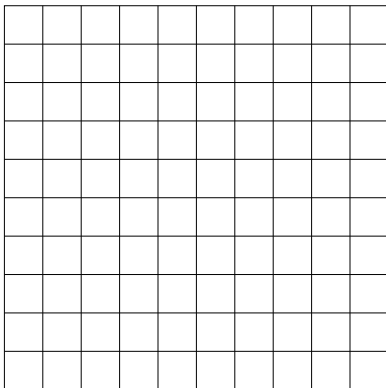
<p>1.</p> <p>$27 \div 3 = \underline{\quad}$</p> 	<p>2.</p> <p>$28 \div 4 = \underline{\quad}$</p> 
<p>3.</p> <p>$42 \div 6 = \underline{\quad}$</p> 	<p>4.</p> <p>$48 \div 8 = \underline{\quad}$</p> 

Learning Target: I will divide numbers by 1 to 10

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.

<p>5.</p> $28 \div 7 = \underline{\quad}$ 	<p>6.</p> $54 \div 9 = \underline{\quad}$ 
<p>7.</p> $56 \div 8 = \underline{\quad}$ 	<p>8.</p> $42 \div 7 = \underline{\quad}$ 
<p>9.</p> $54 \div 6 = \underline{\quad}$ 	<p>10.</p> $72 \div 9 = \underline{\quad}$ 

Learning Target: I will divide numbers by 1 to 10

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.

<p>1.</p> $\begin{array}{r} 27 \div 3 = \frac{9}{-15} \\ \hline 12 \end{array}$ $\begin{array}{c} 9 \\ / \quad \backslash \\ 5 \quad 4 \end{array}$	<p>2.</p> $\begin{array}{r} 28 \div 4 = \frac{7}{-20} \\ \hline 8 \end{array}$ $\begin{array}{c} 7 \\ / \quad \backslash \\ 5 \quad 2 \end{array}$
<p>3.</p> $\begin{array}{r} 42 \div 6 = \frac{7}{-30} \\ \hline 12 \end{array}$ $\begin{array}{c} 7 \\ / \quad \backslash \\ 5 \quad 2 \end{array}$	<p>4.</p> $\begin{array}{r} 48 \div 8 = \frac{6}{-40} \\ \hline 8 \end{array}$ $\begin{array}{c} 6 \\ / \quad \backslash \\ 5 \quad 1 \end{array}$



Session 3: Self-Reflection

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

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)

$36 \div 4 = \underline{\quad}$

$56 \div 7 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$30 \div 10 = \underline{\quad}$

$36 \div 6 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$64 \div 8 = \underline{\quad}$

$54 \div 6 = \underline{\quad}$

$18 \div 9 = \underline{\quad}$

$12 \div 4 = \underline{\quad}$

$63 \div 7 = \underline{\quad}$

$40 \div 5 = \underline{\quad}$

$10 \div 2 = \underline{\quad}$

$42 \div 6 = \underline{\quad}$

$28 \div 7 = \underline{\quad}$

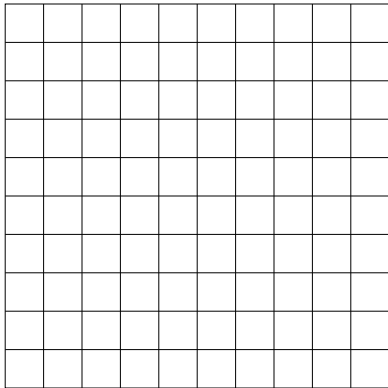
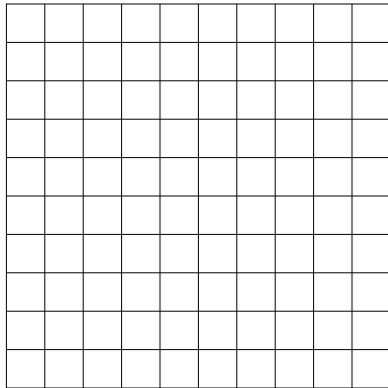
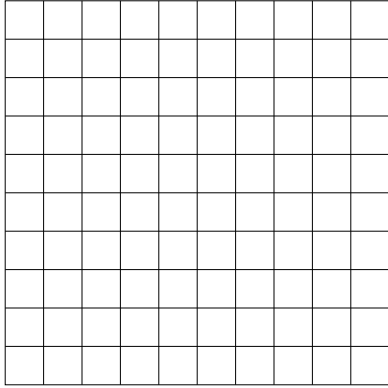
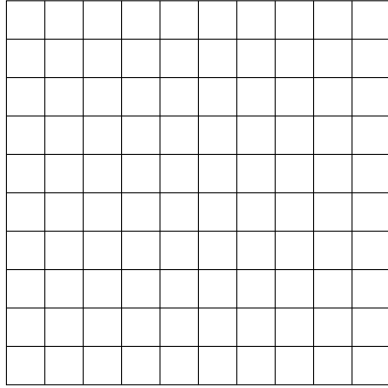
Number Correct =

Learning Target: I will divide numbers by 1 to 10

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 a break-apart drawing to find or check your answer.

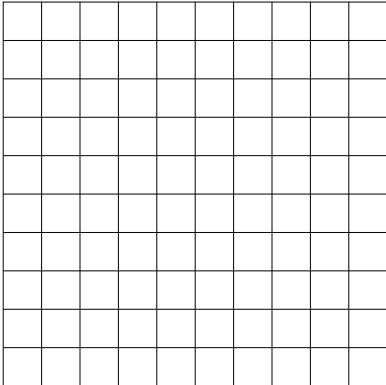
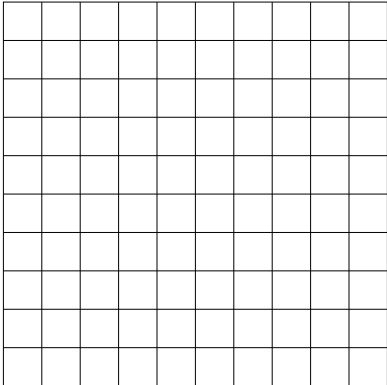
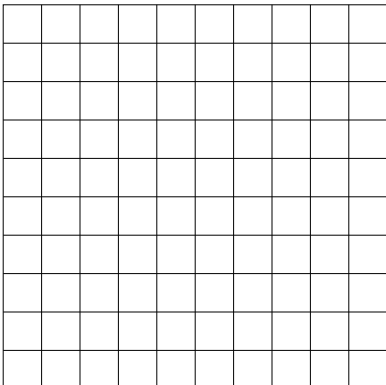
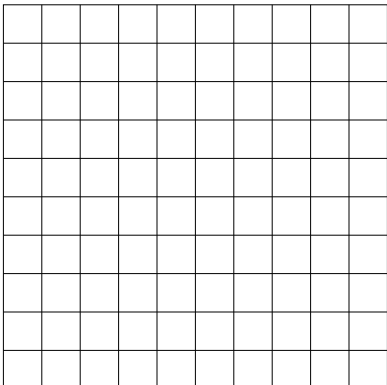
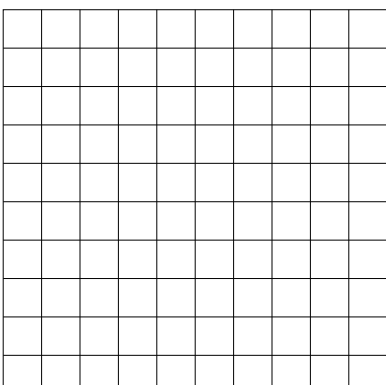
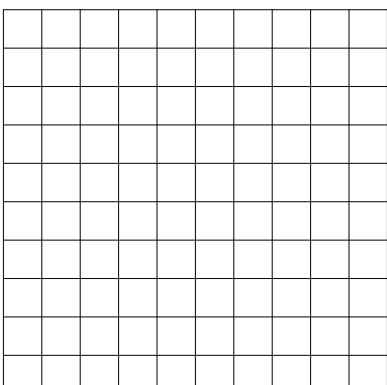
<p>1.</p> $24 \div 3 = \underline{\quad}$ 	<p>2.</p> $36 \div 4 = \underline{\quad}$ 
<p>3.</p> $48 \div 8 = \underline{\quad}$ 	<p>4.</p> $42 \div 6 = \underline{\quad}$ 

Learning Target: I will divide numbers by 1 to 10

Session 4: 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.

<p>5.</p> $28 \div 4 = \underline{\quad}$ 	<p>6.</p> $54 \div 6 = \underline{\quad}$ 
<p>7.</p> $56 \div 7 = \underline{\quad}$ 	<p>8.</p> $45 \div 9 = \underline{\quad}$ 
<p>9.</p> $54 \div 9 = \underline{\quad}$ 	<p>10.</p> $72 \div 8 = \underline{\quad}$ 



Session 4: Self-Reflection

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

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)

$54 \div 9 = \underline{\quad}$

$36 \div 4 = \underline{\quad}$

$12 \div 2 = \underline{\quad}$

$18 \div 2 = \underline{\quad}$

$42 \div 6 = \underline{\quad}$

$63 \div 9 = \underline{\quad}$

$40 \div 5 = \underline{\quad}$

$56 \div 8 = \underline{\quad}$

$64 \div 8 = \underline{\quad}$

$28 \div 7 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$30 \div 10 = \underline{\quad}$

$36 \div 9 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$12 \div 3 = \underline{\quad}$

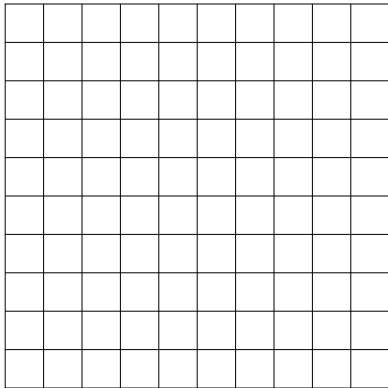
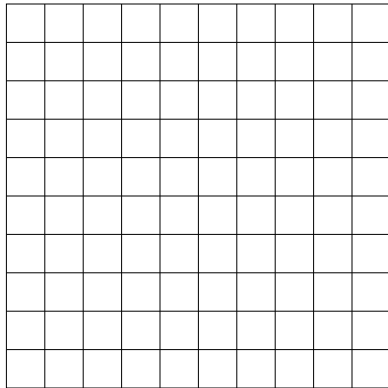
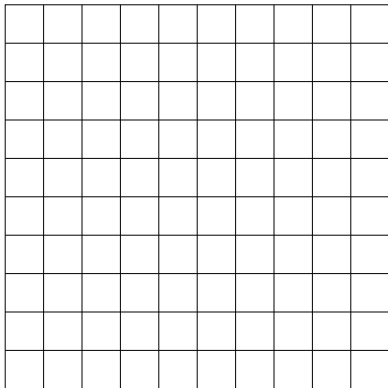
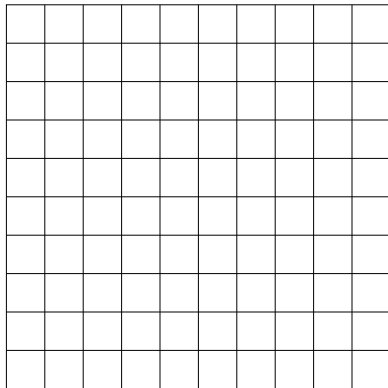
Number Correct =

Learning Target: I will divide numbers by 1 to 10

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.

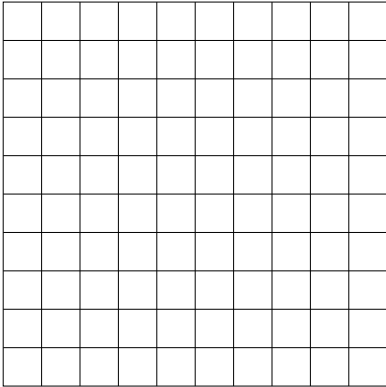
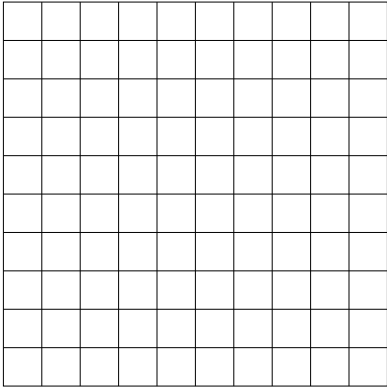
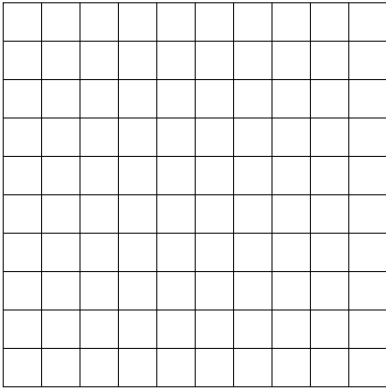
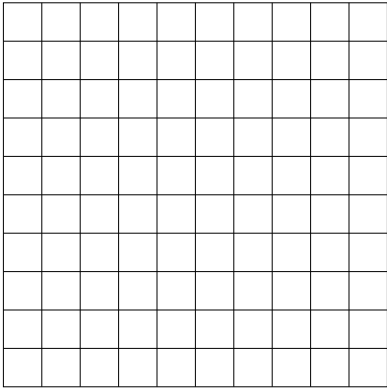
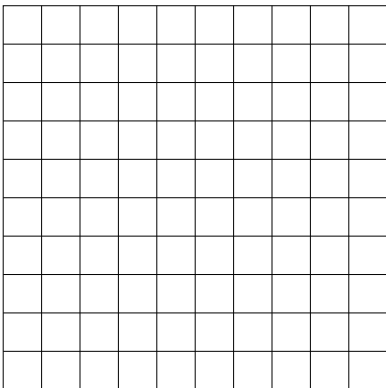
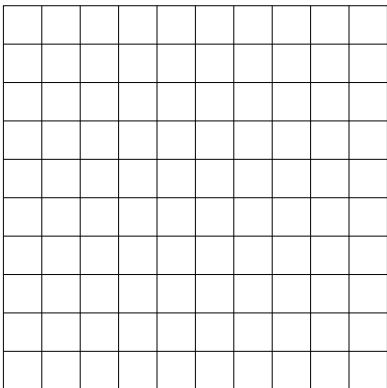
<p>1.</p> <p>$42 \div 7 = \underline{\quad}$</p> 	<p>2.</p> <p>$54 \div 9 = \underline{\quad}$</p> 
<p>3.</p> <p>$28 \div 4 = \underline{\quad}$</p> 	<p>4.</p> <p>$56 \div 8 = \underline{\quad}$</p> 

Learning Target: I will divide numbers by 1 to 10

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.

<p>5.</p> $42 \div 6 = \underline{\quad}$ 	<p>6.</p> $28 \div 7 = \underline{\quad}$ 
<p>7.</p> $48 \div 8 = \underline{\quad}$ 	<p>8.</p> $27 \div 3 = \underline{\quad}$ 
<p>9.</p> $54 \div 6 = \underline{\quad}$ 	<p>10.</p> $63 \div 9 = \underline{\quad}$ 



Session 5: Self-Reflection

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

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)

$56 \div 8 = \underline{\quad}$

$36 \div 4 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$30 \div 10 = \underline{\quad}$

$36 \div 6 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$64 \div 8 = \underline{\quad}$

$10 \div 2 = \underline{\quad}$

$18 \div 9 = \underline{\quad}$

$42 \div 6 = \underline{\quad}$

$63 \div 7 = \underline{\quad}$

$40 \div 5 = \underline{\quad}$

$54 \div 6 = \underline{\quad}$

$12 \div 3 = \underline{\quad}$

$28 \div 7 = \underline{\quad}$

Number Correct =



Session 6: Modeling (I Do)

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 6: Modeling (I Do - Teacher Notes)

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

$$48 \div 6 = \begin{array}{r} 8 \\ 6 \overline{) 48} \\ \underline{-30} \\ 18 \end{array} \quad \text{"Think: } 6 \times \underline{\quad} = 48\text{"}$$

$\begin{array}{c} 8 \\ \swarrow \quad \searrow \\ 5 \quad 3 \end{array}$

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

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 number bonds to find or check your answer.

1. $24 \div 3 = \underline{\hspace{2cm}}$	2. $28 \div 4 = \underline{\hspace{2cm}}$
3. $42 \div 7 = \underline{\hspace{2cm}}$	4. $72 \div 8 = \underline{\hspace{2cm}}$



Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10

Session 6: 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. $54 \div 9 = \underline{\hspace{2cm}}$	6. $42 \div 6 = \underline{\hspace{2cm}}$
7. $64 \div 8 = \underline{\hspace{2cm}}$	8. $56 \div 7 = \underline{\hspace{2cm}}$
9. $63 \div 7 = \underline{\hspace{2cm}}$	10. $54 \div 6 = \underline{\hspace{2cm}}$
11. $36 \div 4 = \underline{\hspace{2cm}}$	12. $56 \div 8 = \underline{\hspace{2cm}}$
13. $48 \div 8 = \underline{\hspace{2cm}}$	14. $32 \div 4 = \underline{\hspace{2cm}}$



Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10

Session 6: 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.

<p>1. <i>“3 times what number equals 24?”</i></p> $\begin{array}{r} 24 \div 3 = \frac{8}{} \\ -15 \\ \hline 9 \end{array}$ $\begin{array}{c} 8 \\ / \quad \backslash \\ 5 \quad 3 \end{array}$	<p>2. <i>“4 times what number equals 32?”</i></p> $\begin{array}{r} 32 \div 4 = \frac{7}{} \\ -20 \\ \hline 12 \end{array}$ $\begin{array}{c} 7 \\ / \quad \backslash \\ 5 \quad 2 \end{array}$
<p>3. <i>“7 times what number equals 42?”</i></p> $\begin{array}{r} 42 \div 7 = \frac{6}{} \\ -35 \\ \hline 7 \end{array}$ $\begin{array}{c} 6 \\ / \quad \backslash \\ 5 \quad 1 \end{array}$	<p>4. <i>“8 times what number equals 72?”</i></p> $\begin{array}{r} 72 \div 8 = \frac{9}{} \\ -40 \\ \hline 32 \end{array}$ $\begin{array}{c} 9 \\ / \quad \backslash \\ 5 \quad 4 \end{array}$



Session 6: Self-Reflection

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

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)

$56 \div 8 = \underline{\quad}$

$36 \div 4 = \underline{\quad}$

$15 \div 3 = \underline{\quad}$

$54 \div 9 = \underline{\quad}$

$42 \div 6 = \underline{\quad}$

$63 \div 7 = \underline{\quad}$

$40 \div 8 = \underline{\quad}$

$10 \div 2 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$30 \div 10 = \underline{\quad}$

$36 \div 6 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$64 \div 8 = \underline{\quad}$

$14 \div 2 = \underline{\quad}$

$28 \div 7 = \underline{\quad}$

Number Correct =



Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10

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. $27 \div 3 = \underline{\hspace{2cm}}$	2. $32 \div 4 = \underline{\hspace{2cm}}$
3. $35 \div 7 = \underline{\hspace{2cm}}$	4. $56 \div 8 = \underline{\hspace{2cm}}$



Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10

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. $54 \div 6 = \underline{\hspace{2cm}}$	6. $42 \div 6 = \underline{\hspace{2cm}}$
7. $64 \div 8 = \underline{\hspace{2cm}}$	8. $56 \div 7 = \underline{\hspace{2cm}}$
9. $63 \div 9 = \underline{\hspace{2cm}}$	10. $54 \div 9 = \underline{\hspace{2cm}}$
11. $36 \div 4 = \underline{\hspace{2cm}}$	12. $72 \div 8 = \underline{\hspace{2cm}}$
13. $48 \div 8 = \underline{\hspace{2cm}}$	14. $28 \div 4 = \underline{\hspace{2cm}}$



Session 7: Self-Reflection

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

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)

$36 \div 4 = \underline{\quad}$

$56 \div 7 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$30 \div 10 = \underline{\quad}$

$36 \div 6 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$64 \div 8 = \underline{\quad}$

$54 \div 6 = \underline{\quad}$

$18 \div 9 = \underline{\quad}$

$12 \div 4 = \underline{\quad}$

$63 \div 7 = \underline{\quad}$

$40 \div 5 = \underline{\quad}$

$10 \div 2 = \underline{\quad}$

$42 \div 6 = \underline{\quad}$

$28 \div 7 = \underline{\quad}$

Number Correct =



Name _____

Date _____

Learning Target: I will divide numbers by 1 to 10

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. $36 \div 4 = \underline{\hspace{2cm}}$	2. $54 \div 9 = \underline{\hspace{2cm}}$
3. $42 \div 6 = \underline{\hspace{2cm}}$	4. $63 \div 7 = \underline{\hspace{2cm}}$



Name _____ Date _____

Learning Target: I will divide numbers by 1 to 10

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. $28 \div 4 = \underline{\hspace{2cm}}$	6. $42 \div 7 = \underline{\hspace{2cm}}$
7. $49 \div 7 = \underline{\hspace{2cm}}$	8. $56 \div 8 = \underline{\hspace{2cm}}$
9. $72 \div 8 = \underline{\hspace{2cm}}$	10. $54 \div 6 = \underline{\hspace{2cm}}$
11. $24 \div 3 = \underline{\hspace{2cm}}$	12. $56 \div 7 = \underline{\hspace{2cm}}$
13. $48 \div 6 = \underline{\hspace{2cm}}$	14. $32 \div 4 = \underline{\hspace{2cm}}$



Session 8: Self-Reflection

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

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)

$54 \div 9 = \underline{\quad}$

$36 \div 4 = \underline{\quad}$

$12 \div 2 = \underline{\quad}$

$18 \div 2 = \underline{\quad}$

$42 \div 6 = \underline{\quad}$

$63 \div 9 = \underline{\quad}$

$40 \div 5 = \underline{\quad}$

$56 \div 8 = \underline{\quad}$

$64 \div 8 = \underline{\quad}$

$28 \div 7 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$30 \div 10 = \underline{\quad}$

$36 \div 9 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$12 \div 3 = \underline{\quad}$

Number Correct =



Independent Practice (You Do)

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

Q₁. What is the problem about?

Q₂. What do I need to find?

Q₃. What do I know?

Q₄. What can I try?

Q₅. Does my answer make sense?