

## Lesson: Division of Whole Numbers

**Common Core Standard:** 4.NBT.B.6 – Divide multi-digit numbers by 1-digit numbers

**A. GRADE LEVEL:** 4th–5th Grade

**B. SUBJECT:** Mathematics

**C. DATE:** [Insert Date]

**D. DURATION:** 3 days

**E. LESSON FOCUS:** Division Strategies and Real-World Applications

**F. MATERIALS:**

- Whiteboard and markers
- Chart paper
- Dividing Budget Worksheet (for day 3)
- Pencils and erasers
- Interactive Division game (optional)
- Calculator (optional for checking)

**G. LESSON OBJECTIVES:**

- Students will divide multi-digit numbers by 1-digit numbers using different strategies (long division, partial quotients).
  - Students will apply division strategies to real-world problems, like dividing a budget.
  - Students will practice checking their work and ensuring division is accurate.
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**H. PROCEDURES:**

**1. INTRODUCTION:**

- Begin with a brief review of multiplication to reinforce division as the inverse operation. Discuss the relationship between division and multiplication.
- Introduce the concept of dividing multi-digit numbers by 1-digit numbers. Present examples using a whiteboard.

**2. EXPERIMENT:**

- **Day 1:** Introduce division with remainders, guiding students through basic problems (e.g.,  $36 \div 4$ ).
- **Day 2:** Teach the long division method with examples. Practice dividing 2-digit numbers by 1-digit numbers using long division.
- **Day 3:** Apply division to a real-world problem. Divide a budget among multiple expenses and practice division strategies.

**3. OBSERVATION:**

- Observe students during the guided practice, paying attention to their understanding of division steps.
- Check their work on independent practice to ensure they can apply division correctly.

#### **4. GENERALIZATION:**

- Discuss how division is used in everyday situations, such as managing a budget.
- Emphasize that mastering division helps solve real-world problems and makes tasks like dividing food, money, or resources easier.

#### **5. ASSESSMENT:**

- Review students' work during each phase, checking for mastery of the long division method and budget division problem.
- Observe student participation during class discussions and problem-solving activities.

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#### **Note 1 (Safety):**

While division is a math skill and doesn't require physical safety measures, it is important that students are focused on the task at hand and not distracted. Ensure that the students are seated comfortably, with enough space to work with their materials. Students should also be reminded to handle any tools, such as calculators, with care.

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#### **Note 2 (Accommodation for ELL, ESE, etc.):**

For English Language Learners (ELL), provide visual aids such as charts or diagrams to support understanding of division. Use simple, clear language and repeat key terms to ensure comprehension. ELL students can also work with a partner or use bilingual dictionaries for assistance.

For students with Exceptional Student Education (ESE) needs, provide additional practice problems with smaller numbers and offer guided assistance as needed. Allow extra time for completing the tasks and provide step-by-step breakdowns for complex division problems.