

**Ouachita River School District  
UNIT PLAN**

Teacher: E. Bergum    Subject: Math    Grade Level: 4    Date: \_\_\_\_\_    Appx Length (Days): \_\_\_\_\_

<b>UNIT TITLE: Understanding Multiplication and Division</b>	<b>Student Learning Objectives: <i>What Will the Student Know and Be Able to Do Successfully by the End of This Unit?</i></b>
<b>AR Academic Mathematics Standards: <i>Include Essential Learnings!</i></b>  <b>AR.Math.Content: 4 NBT.B.5</b>  <b>AR.Math.Content: 4 OA.A.1</b>  <b>AR.Math.Content: 4. OA.A.2</b>  <b>AR.Math.Content: 4. OA.A.3</b>	<b>The Student Will –Develop understanding and fluency with multi-digit multiplication</b>  <b>The Student Will – understand how multiplication and division are related.</b>  <b>The Student Will –Use multiplication and division to solve multi-step word problems</b>
<b>Necessary Prerequisite Skills: <i>What will the Student Need to Know at the Beginning of This Unit?</i></b> <b>Basic multiplication and division facts</b>	<b>Interventions: <i>What are My Plans for Intervening when Students are not Successful on Daily or Interim Assessments?</i></b>  <b>One on one with teacher</b> <b>Small group</b> <b>Collaborative groups</b> <b>Moby Max</b> <b>Text book website</b>
<b>Essential Questions/ Big Ideas: <i>Enduring Understanding, Relevance to Students, Overarching Objectives</i></b>  1. How are multiplication and division related?  2. How can I communicate multiplication and division?	<b>Math Practice Standards</b> standard 1: make sense of problems & persevere in solving them standard 2: reason abstractly & quantitatively standard 3: construct viable arguments & critique the reasoning of others standard 4: model with mathematic standard 5: use appropriate tools strategically

<p>3. How can I multiply by a two digit number?</p>		<p>standard 6: attend to precision  standard 7: look for &amp; make use of structure  standard 8: look for &amp; express regularity in repeated reasoning</p>
<p><b>Learning Activities: <i>What Will the Teacher DO to Accomplish the Student Learning Objectives?</i></b></p> <p><b>Model lesson and activities</b></p> <p><b>Collaborative grouping</b></p>		<div> <div> V O C A B U L A R Y </div> <div> <b>Associative property of multiplication, Commutative property of multiplication, decompose, dividend, divisor, fact family, factor, Identity Property of Multiplication, multiple, product, quotient, repeated subtraction, Zero property of Multiplication, estimate, multiple, regroup, Distributive, partial products, factor, partial products, operation</b> </div> </div>
		<p><b>Resources/Technology: <i>List of Websites, Read Aloud Books, Games &amp; etc.</i></b></p> <p><b>Moby Max</b>  <b>Math Facts in a Flash</b></p>
<p><b>Assessments Type: <i>How Will I Know the Student Has Been Successful?</i></b></p>		
<p><b>Daily/Exit Ticket</b></p> <p><b>Quick checks</b></p>	<p><b>Interim:</b></p> <p><b>Mid chapter review</b></p>	<p><b>Formative:</b></p> <p><b>End of Chapter test</b></p>