

# 3rd Essential Standards Plan

## OA.7 Division

<p><b>Standard</b> What do we want our students to learn?</p>	<p><b>OA.7</b> I can fluently multiply and <b>divide</b> within 100. I can explain the relationship between multiplication and division.</p>
<p><b>Learning Targets</b> What do we want our students to learn?</p>	<p>a. I can understand division by using arrays  b. I can use multiplication to find the quotient to the division problem.  c. I can use the distributive property to decompose units.  d. I can represent division word problems with models drawings (including arrays), and equations.</p>
<p><b>Vocabulary</b> What do we want our students to learn?</p>	<p>Division, divide, dividend, divisor, quotient, factor, equal groups, division sentence, objects, estimation, models, arrays, equation, decompose, distributive property, fact family, and word problems.</p>
<p><b>Tier 1 Lessons</b> What do we want our students to learn?</p>	<p style="text-align: center;"><b>NY Engage</b>  Module 1 Topic D  Lesson 11- Model division as the unknown factor in multiplication using arrays and tape diagrams.  Module 1 Topic E  Lesson 17 - Model the relationship between multiplication and division.  Module 1 Topic F  Lesson 18- Apply the distributive property to decompose units.  Lesson 19- Apply the distributive property to decompose units.  Lesson 20- Solve two-step word problems involving multiplication and division.</p>
<p><b>Strategies</b> What visible learning strategies can you use?</p> <ul style="list-style-type: none"> <li>● Direct Instruction</li> <li>● Summarizing</li> <li>● Vocabulary</li> </ul>	<p style="text-align: center;">Vocabulary Instruction</p> <p>Vocab will be used from vocab box. Vocab will also be used with Flocabulary.</p> <p style="text-align: center;">Direct Instruction</p> <p>Direct instruction will be given using the lessons from Module 1, topic D, E, and F.</p>

<p>Instruction</p> <ul style="list-style-type: none"> <li>● Concept mapping</li> <li>● Class Discussion</li> <li>● Peer Tutoring</li> </ul>	<p>Summarizing Will be used with vocab and on exit tickets.</p> <p>Class Discussion Class will discuss an essential question. <b>How is division related to multiplication?</b></p> <p>Peer Tutoring Peer tutoring can be observed through rotations bought and made by teachers.</p>
<p><b>Co-Teaching Responsibilities</b> What will the co-teacher be doing to support the students?</p>	<p>During direct instruction, the supportive instructor observes student learning to understand how to plan for the future. Then moves around the classroom assisting struggling students. During guided math, co-teacher will be re-teaching OA.7 multiplication 3rd essential standard. Data will be retrieved from the OA.7 multiplication profile sheet.</p>
<p><b>Formatives</b> How will we know if they learned it?</p>	<p>There are check points on the exit tickets to show they are learning the target goals. Exit Ticket Learning Target #1 <a href="https://docs.google.com/document/d/1SJUXqGM-7kq2J2S W7ecns6-SyN3S3P-_dtOp2kCfq4M/edit?usp=sharing">https://docs.google.com/document/d/1SJUXqGM-7kq2J2S W7ecns6-SyN3S3P-_dtOp2kCfq4M/edit?usp=sharing</a> Exit Ticket Learning Target #2 <a href="https://docs.google.com/document/d/1HwNQbpLnd6yZU2z sVbSXn9vh4KXZQKV5CQtjeKOHIBY/edit?usp=sharing">https://docs.google.com/document/d/1HwNQbpLnd6yZU2z sVbSXn9vh4KXZQKV5CQtjeKOHIBY/edit?usp=sharing</a> Exit Ticket Learning Target #3 <a href="https://docs.google.com/document/d/1rc4pG2q7DIINWqgH CiJsZwFz8clBIAA_elU4PywV6U/edit?usp=sharing">https://docs.google.com/document/d/1rc4pG2q7DIINWqgH CiJsZwFz8clBIAA_elU4PywV6U/edit?usp=sharing</a> Exit Ticket Learning Target #4 <a href="https://docs.google.com/document/d/1k4Jxh8vSKcwC8sX5_vh9QbrA6IM6pFb73ANcQLkuhH8/edit?usp=sharing">https://docs.google.com/document/d/1k4Jxh8vSKcwC8sX5_vh9QbrA6IM6pFb73ANcQLkuhH8/edit?usp=sharing</a></p>
<p><b>Summatives</b> How will we know if they learned it?</p>	<p>There are check points after each learning target on summative. Summative Link: <a href="https://docs.google.com/document/d/1EQArASTzdjvjjQRRW 88HPJfqzZqdB9MrhlWtlAhOqco/edit?usp=sharing">https://docs.google.com/document/d/1EQArASTzdjvjjQRRW 88HPJfqzZqdB9MrhlWtlAhOqco/edit?usp=sharing</a></p>
<p><b>Tier 2: Re-teaching</b> What will we do when students don't learn it?</p>	<p><u>Small Groups</u>- Teacher(s) will each take a group of struggling students and work with them one on one where they will receive immediate feedback. <u>Opportunity to practice more</u>- Centers made by teacher. IXL- Divide by counting equal groups. 2nd grade Lesson Z.</p>

	<p>1. Write division sentences for equal groups. 2nd grade Lesson Z. 2. Relate multiplication and division for groups. 3rd Lesson I.</p> <p>3. Write division sentences for arrays. 3rd Lesson I.4 Relate multiplication and division for arrays. 3rd Lesson I. 5</p>
<p><b>Extension</b> What will we do when they already know it?</p>	<p>*IXL- 3rd Lesson K Division Fluency. (Any lessons)</p>