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Start Quick and Ramp It Up! 4<sup>th</sup> Grade Division

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# TABLE OF STANDARDS

The activities in this 4th grade Division book address the following standards.

Where are we going? Focus Standards		Activity
(4.4)	<b>Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy. The student is expected to:</b>	
4.4E	represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations; <b>Supporting Standard</b>	<a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> , <a href="#">5</a> , <a href="#">6</a> , <a href="#">7</a> , <a href="#">8</a>
4.4F	use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor. <b>Supporting Standard</b>	<a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> , <a href="#">5</a> , <a href="#">6</a> , <a href="#">7</a> , <a href="#">8</a> , <a href="#">9</a> , <a href="#">10</a> , <a href="#">11</a>
4.4H	solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders. <b>Readiness Standard</b>	<a href="#">8</a> , <a href="#">9</a> , <a href="#">10</a> , <a href="#">11</a>

What kind of mathematical thinking will we use? Working Standards		Activity
(4.4)	<b>Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy. The student is expected to:</b>	
4.4G	round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers; <b>Supporting Standard</b>	<a href="#">1</a> , <a href="#">3</a>

What kind of mathematical thinking will we use? Process Standards		Activity
(4.1)	<b>Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</b>	
4.1A	apply mathematics to problems arising in everyday life, society, and the workplace;	<a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> , <a href="#">6</a> , <a href="#">7</a> , <a href="#">8</a> , <a href="#">9</a> , <a href="#">10</a> , <a href="#">11</a>
4.1B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;	<a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> , <a href="#">7</a> , <a href="#">8</a> , <a href="#">9</a> , <a href="#">10</a> , <a href="#">11</a>
4.1C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;	<a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> , <a href="#">5</a> , <a href="#">6</a> , <a href="#">7</a> , <a href="#">11</a>
4.1D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	<a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> , <a href="#">7</a>
4.1E	create and use representations to organize, record, and communicate mathematical ideas;	<a href="#">6</a> , <a href="#">8</a> , <a href="#">10</a>
4.1F	analyze mathematical relationships to connect and communicate mathematical ideas.	<a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> , <a href="#">7</a> , <a href="#">8</a> , <a href="#">9</a> , <a href="#">10</a> , <a href="#">11</a>
4.1G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.	<a href="#">9</a> , <a href="#">10</a>