

**Lesson
3.1d**
Review of the Four Operations
Objectives

- Identify the correct 4 operations symbols to make the equations true.
- Using the greater than, smaller than symbols and equal sign.

California Standards

- NS 2.2:** Memorize to automaticity the multiplication table for numbers between 1 and 10.
- AF 1.3:** Select appropriate operational and relational symbols to make an expression true.
- AF 1.5:** Recognize and use the commutative and associative properties of multiplication.

Materials

- Appendix 3.1d

Note

It would be good to review the use of each of the four operation signs to refresh students' memory. Mental Math 7 may be used here.

Teaching Strategies
Put in the correct 4 operations symbols to make the equations true

Have students discuss **task 13, Textbook p. 74.**

Ask students what information they have available.

Tell students that there were 24 chairs and 18 of them were arranged in 3 rows of 6 and the rest of the chairs were put into another row of 6.

Write " $4 \text{ _____ } 6 = 24$ " on the whiteboard.

Ask students if they know what needs to be done to make the equation true. (Multiply)

Write " $18 \text{ _____ } 6 = 24$ " on the whiteboard.

Ask students if they know what needs to be done to make the equation true. (Add)

$$4 \text{ _____ } 6 = 24$$

$$18 \text{ _____ } 6 = 24$$

Write " $24 \text{ _____ } 6 = 4$ " on the whiteboard.

Ask students if they know what needs to be done to make the equation true. (Divide)

Write " $24 \text{ _____ } 6 = 18$ " on the whiteboard.

Ask students if they know what needs to be done to make the equation true. (Subtract)

$$24 \text{ _____ } 6 = 4$$

$$24 \text{ _____ } 6 = 18$$

Use the symbol ">" for "greater than" and "<" for "smaller than"

This a review of the use of the "greater than" and "smaller than" symbols.

Write " $3 \times 5 \text{ _____ } 6 \times 3$ " on the whiteboard.

Ask students how they would solve this.

Tell students that they will have to work out the problems individually before solving this problem.

Ask them what the answers to the following questions are:

- 3×5 (15)

$$3 \times 5 \text{ _____ } 6 \times 3$$

**Lesson
3.5b**
Practice E
Objectives

- Practice division up to a 3-digit number by 2, 3, 4, or 5.
- Practice word problems involving division of numbers up to a 3-digit by 1-digit.

Materials

- Number cards: 0-10
- Number cube labeled 3, 3, 4, 4, 5 and 5

California Standards

NS 2.3: Use the inverse relationship of multiplication and division to compute and check results.

NS 2.5: Solve division problems in which a multi-digit number is evenly divided by a one-digit number.

MR 2.2: Apply strategies and results from simpler problems to more complex problems.

Grade 4 NS 3.4: Solve problems involving division of multi-digit numbers by one-digit numbers.

Teaching Strategies
Practice

Have students do **tasks 1-12, Textbook p. 104.**

Call on some students to explain how they solved the problems.

Provide any re-teaching of concepts that may be necessary.

Textbook p. 104

1.(a) 100 (b) 21 (c) 204 (d) 25

2.(a) 111 (b) 10 (c) 156 (d) 12

3.(a) 1248 (b) 41 (c) 2500

(d) 102

4.(a) 3455 (b) 67 R 2 (c) 1821

(d) 166 R 2

5.(a) 2304 (b) 135 R 4 (c) 3525

(d) 65 R 3

6.(a) 12 R 1 (b) 15 R 2 (c) 82 R 2

(d) 167

7.(a) 149 (b) 225 (c) 137 R 2

(d) 30 R 3

8.(a) $60 \times 5 = 300$

(b) $64 \times 5 = 320$

9.(a) $26 \times 4 = 104$ h

(b) $104 \times \$3 = \312

10. $150 \div 5 = 30$ Malaysian stamps

$200 \div 5 = 40$ Indonesian stamps

11. $215 \div 5 = 43$

$43 \times \$2 = \86

12. $\$18 \times 4 = \72

$\$72 - \$55 = \$17$

Activity

- Divide students into groups of four. Provide each group with 4 sets of number cards 0–10 and a number cube labeled 3, 3, 4, 4, 5, and 5. Cards are shuffled and all are dealt. If there are four players in a group, this will give enough cards for only 3 rounds, which may be all that is needed. If more rounds are needed, the cards can be reshuffled.
- Each player turns over three cards to form a 3-digit number. The first card turned over is the hundreds, the second the tens, and the third the ones. Then each player will toss the cube. Then, they will divide their number formed by the cards by the number on the cube.
 - Game 1: The student with the highest quotient after each round gets a point. The student with the most points wins.
 - Game 2: After 3–5 rounds, the quotients and remainders are added. The student with the highest sum wins.
 - Game 3: The student with the highest quotient gets all the cards that have

Problem Solving 2

1. Bobby and Edmund have 215 marbles altogether. Edmund and Jerry have 161 marbles altogether. If Jerry has 84 marbles, how many marbles does Bobby have?
2. There are 35 female teachers in a school. There are 17 more female teachers than male teachers. How many teachers are there altogether?
3. Mr. Brown had 4863 badges. He gave 2178 badges to Class A and the rest to Class B. Which class has more badges? How many more?

4. What number does each shape stand for?

$$\diamond + \triangle + \square = 100$$

$$80 - \triangle = \triangle$$

$$\diamond + \diamond + \diamond = 24$$