

SAINT PIERRE LEARNING RESOURCES

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MATHEMATICS | QUARTER 1 | DAY 4

4TH GRADE

Two-Step Word Problems & Remainder Decisions

STANDARDS-FIRST PLANNING

Verified NC alignment: NC.4.OA.3 - Solve two-step word problems with whole numbers; estimate, represent unknowns, and interpret remainders.

Student target: I can plan two operations, solve, and decide what a remainder means.

Success criteria: Write two-step equations with a letter for the unknown, estimate, and interpret remainder in context.

Teaching overview

Students apply four operations to real contexts. Problems deliberately require both interpreting the situation and checking reasonableness, not just performing calculations.

Materials & setup

- Bar-model templates
- Grid paper, pencils, highlighters
- Counters for division groups
- Optional number-line strips

Exactly 80 minutes: daily flow

COMPONENT	TIME
Warm-Up / Spiral Review	8 min
Visual Mini-Lesson	12 min
I Do	10 min
We Do	12 min
Small Group / Centers	18 min
Independent Practice + Early Finisher	15 min
Exit Ticket / Closure	5 min

Early finisher work is completed within the independent-practice block; it does not add time beyond 80 minutes. Quarter placement is a proposed local instructional sequence, not a state-mandated pacing map.

8 min | Warm-Up

Spiral Day 3 multiplicative comparison and Day 2 computation.

12 min | Visual Mini-Lesson

Model 90 books in stock, 6 boxes of 8 sold, find remaining. Draw bar and write $b=90-(6 \times 8)$. Estimate before solving.

10 min | I Do

Solve $90-(6 \times 8)=42$ and explain why the answer is reasonable. Model a second context with 25 children and vans holding 6 each: five vans needed.

12 min | We Do

Solve four contexts. Students underline what each operation finds and identify what a remainder means.

18 min | Centers

Rotate 6 minutes: equation planner, remainder decisions, estimate/check.

15 min | Independent / Challenge

Twelve two-step contexts; students show operation plan and label units. Challenge compares two possible interpretations.

5 min | Exit

Solve two-step grouping story and justify whether to round up the number of groups.

Differentiation and access

Support: Provide a bar-model template and a list of candidate operations.

Core: Plan two operations, solve, estimate, and interpret any remainder.

Extension: Write two stories with the same division result but different remainder interpretations.

Language: Use frames: "First I ___ to find ___. Next I ___ to find ___."

Misconception to watch

Students may drop a remainder in every context or round up every time. Ask whether the story needs full containers, people seated, or leftover items.

Evidence to collect

Score planning equation, accurate computation, remainder decision, and reasonableness separately.