

Name _____

Reteach to Build Understanding

5-1

Vocabulary

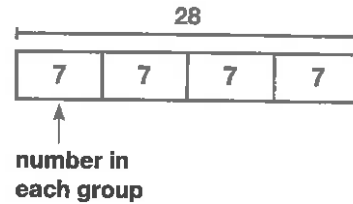
1. When you **divide**, you find the number of equal groups or the number of items in each group.

Describe the equation $28 \div 4 = 7$.

There are _____ items in all.

The items are divided into _____ equal groups.

There are _____ items in each group.



You can use mental math to help divide greater numbers. When dividing numbers that end with a zero, use basic division facts and patterns to help divide mentally.

2. Casper copied 320 pages. He divides the pages equally into 8 packets. How many pages are in each packet?

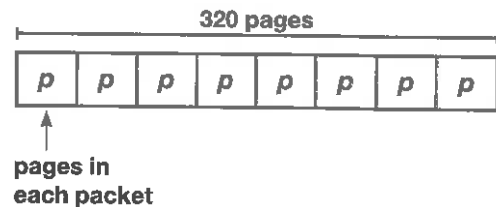
Find $320 \div 8$.

The basic division fact is $32 \div 8 =$ _____.

32 tens $\div 8 =$ _____ tens or _____

$320 \div 8 =$ _____

There will be _____ pages in each packet.



3. Find $4,500 \div 9$.

The basic division fact is _____ $\div 9 =$ _____.

_____ hundreds $\div 9 =$ _____ hundreds or _____

So, $4,500 \div 9 =$ _____.

4. Use patterns to find $5,600 \div 7$.

$56 \div 7 =$ _____

_____ $\div 7 = 80$

$5,600 \div 7 =$ _____

5. Use patterns to find $4,800 \div 6$.

$48 \div 6 =$ _____

_____ $\div 6 = 80$

$4,800 \div 6 =$ _____

Use basic facts, patterns, or mental math to find each quotient.

6. $9,000 \div 3 =$ _____

7. $640 \div 8 =$ _____

8. $2,000 \div 5 =$ _____

On the Back!

9. Use basic facts, patterns, or mental math to find $1,200 \div 2$.

Vocabulary

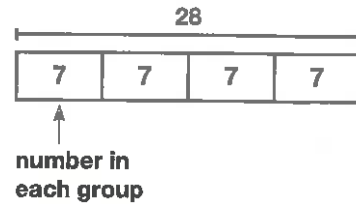
1. When you **divide**, you find the number of equal groups or the number of items in each group.

Describe the equation $28 \div 4 = 7$.

There are **28** items in all.

The items are divided into **4** equal groups.

There are **7** items in each group.



You can use mental math to help divide greater numbers. When dividing numbers that end with a zero, use basic division facts and patterns to help divide mentally.

2. Casper copied 320 pages. He divides the pages equally into 8 packets. How many pages are in each packet?

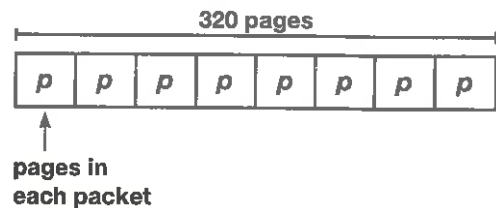
Find $320 \div 8$.

The basic division fact is $32 \div 8 = 4$.

$32 \text{ tens} \div 8 = 4 \text{ tens}$ or **40**

$320 \div 8 = 40$

There will be **40** pages in each packet.



3. Find $4,500 \div 9$.

The basic division fact is $45 \div 9 = 5$.

45 hundreds $\div 9 = 5$ hundreds or **500**

So, $4,500 \div 9 = 500$.

4. Use patterns to find $5,600 \div 7$.

$56 \div 7 = 8$

560 $\div 7 = 80$

$5,600 \div 7 = 800$

5. Use patterns to find $4,800 \div 6$.

$48 \div 6 = 8$

480 $\div 6 = 80$

$4,800 \div 6 = 800$

Use basic facts, patterns, or mental math to find each quotient.

6. $9,000 \div 3 = 3,000$

7. $640 \div 8 = 80$

8. $2,000 \div 5 = 400$

On the Back!

9. Use basic facts, patterns, or mental math to find $1,200 \div 2$.

600

Name _____

Reteach to Build
Understanding

5-2

Vocabulary

1. **Compatible numbers** are numbers that are easy to compute mentally. Compatible numbers can be used to estimate quotients.

Use compatible numbers to estimate $58 \div 8$.

Think of a multiplication fact with 8 as a factor that has a product that is close to 58.

$8 \times 6 =$ _____ $8 \times 7 =$ _____ $8 \times 8 =$ _____

_____ is close to 58, so divide _____ by 8.

_____ $\div 8 =$ _____

So, $58 \div 8$ is about = _____.

2. Use compatible numbers to estimate $267 \div 3$.

What number is close to 267 and is easy to divide by 3?

Use multiples of 10 that are close to 267.

Is 260 easily divided by 3? Think $26 \div 3$.

The quotient is 8 R2, so this is not an option.

Is 270 easily divided by 3? Think $27 \div 3$.

_____ $\div 3 =$ _____

So, $267 \div 3$ is about _____.

Use compatible numbers to estimate each quotient.

3. $375 \div 6$ _____

4. $606 \div 3$ _____

5. $48 \div 5$ _____

6. $277 \div 7$ _____

7. $595 \div 6$ _____

On the Back!

8. Use compatible numbers to estimate $148 \div 5$. Show your work.

Vocabulary

1. **Compatible numbers** are numbers that are easy to compute mentally. Compatible numbers can be used to estimate quotients.

Use compatible numbers to estimate $58 \div 8$.

Think of a multiplication fact with 8 as a factor that has a product that is close to 58.

$$8 \times 6 = \underline{48}$$

$$8 \times 7 = \underline{56}$$

$$8 \times 8 = \underline{64}$$

56 is close to 58, so divide **56** by 8.

$$\underline{56} \div 8 = \underline{7}$$

So, $58 \div 8$ is about **7**.

2. Use compatible numbers to estimate $267 \div 3$.

What number is close to 267 and is easy to divide by 3?

Use multiples of 10 that are close to 267.

Is 260 easily divided by 3? Think $26 \div 3$.

The quotient is 8 R2, so this is not an option.

Is 270 easily divided by 3? Think $27 \div 3$. **Yes**

$$\underline{270} \div 3 = \underline{90}$$

So, $267 \div 3$ is about **90**.

Use compatible numbers to estimate each quotient.

3. $375 \div 6$ **About 60**

4. $606 \div 3$ **About 200**

5. $48 \div 5$ **About 10**

6. $277 \div 7$ **About 40**

7. $595 \div 6$ **About 100**

On the Back!

8. Use compatible numbers to estimate $148 \div 5$. Show your work.

30; Check students' work.

Name _____

Reteach to Build
Understanding

5-3

Vocabulary

1. **Rounding** is a process that determines which multiple of 10, 100, 1,000, and so on a number is closest to.

Round each number to the nearest thousand.

5,982 rounds to _____.

4,239 rounds to _____.

Round each number to the nearest hundred.

3,529 rounds to _____.

6,284 rounds to _____.

You can use rounding to estimate quotients.

2. Estimate $3,742 \div 8$ by rounding the dividend.

Round 3,742 to the nearest thousand. _____

Use the rounded dividend to estimate the quotient.

_____ $\div 8 =$ _____

So, $3,742 \div 8$ is about _____.

3. Estimate $2,389 \div 3$ by rounding the dividend.

Round 2,389 to the nearest hundred. _____

Use the rounded dividend to estimate the quotient.

_____ $\div 3 =$ _____

So, $2,389 \div 3$ is about _____.

Estimate each quotient.

4. $2,782 \div 7$ _____

5. $3,578 \div 6$ _____

6. $3,099 \div 3$ _____

7. $3,976 \div 5$ _____

On the Back!

8. Use rounding to estimate $1,769 \div 3$.

Vocabulary

1. **Rounding** is a process that determines which multiple of 10, 100, 1,000, and so on a number is closest to.

Round each number to the nearest thousand.

5,982 rounds to **6,000**.

4,239 rounds to **4,000**.

Round each number to the nearest hundred.

3,529 rounds to **3,500**.

6,284 rounds to **6,300**.

You can use rounding to estimate quotients.

2. Estimate $3,742 \div 8$ by rounding the dividend.

Round 3,742 to the nearest thousand. **4,000**

Use the rounded dividend to estimate the quotient.

$$\underline{\mathbf{4,000}} \div 8 = \underline{\mathbf{500}}$$

So, $3,742 \div 8$ is about **500**.

3. Estimate $2,389 \div 3$ by rounding the dividend.

Round 2,389 to the nearest hundred. **2,400**

Use the rounded dividend to estimate the quotient.

$$\underline{\mathbf{2,400}} \div 3 = \underline{\mathbf{800}}$$

So, $2,389 \div 3$ is about **800**.

Estimate each quotient.

4. $2,782 \div 7$ **About 400**

5. $3,578 \div 6$ **About 600**

6. $3,099 \div 3$ **About 1,000**

7. $3,976 \div 5$ **About 800**

On the Back!

8. Use rounding to estimate $1,769 \div 3$. **About 600**

Name _____

Vocabulary

1. The **remainder** is the number that remains after the division is complete. Use an R to indicate the remainder.

Tia has 26 walnuts. She gives 7 walnuts to each friend. How many friends get 7 walnuts? How many walnuts are left over?

Use the array to find $26 \div 7$. Circle the groups of 7.

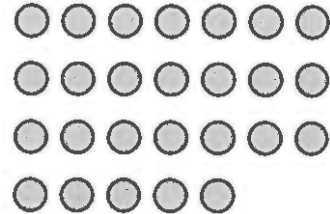
There are _____ groups of 7.

There are _____ left over.

$26 \div 7 =$ _____

_____ friends each get 7 walnuts.

There are _____ walnuts left over.



2. Juan puts 57 oranges in bags. Each bag holds 6 oranges. Use the array to divide.

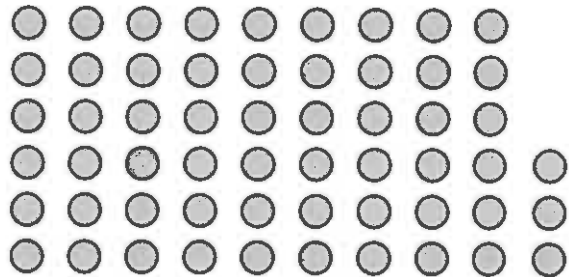
To find $57 \div 6$, circle groups of _____.

$57 \div 6 =$ _____

How many full bags of oranges are there?

How many oranges are not in bags?

How many bags does Juan need to put all the oranges in bags? _____ bags



3. How many craft sticks will be left over if 9 friends equally share a package of 85 craft sticks? _____
4. A group of 43 people are going to a concert. If 6 people fit in each car, how many cars will they need to take? _____
5. Bess has 19 sunflowers that she is putting into vases. She will put 4 sunflowers in each vase. How many vases will have 4 flowers? _____

On the Back!

6. Find the number of equal groups and the number left over for $88 \div 3$. Show your work.

Vocabulary

1. The **remainder** is the number that remains after the division is complete. Use an R to indicate the remainder.

Tia has 26 walnuts. She gives 7 walnuts to each friend. How many friends get 7 walnuts? How many walnuts are left over?

Use the array to find $26 \div 7$. Circle the groups of 7.

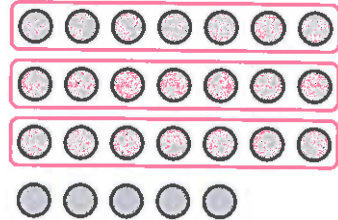
There are **3** groups of 7.

There are **5** left over.

$26 \div 7 = \mathbf{3 R5}$

3 friends each get 7 walnuts.

There are **5** walnuts left over.



2. Juan puts 57 oranges in bags. Each bag holds 6 oranges. Use the array to divide.

To find $57 \div 6$, circle groups of **6**.

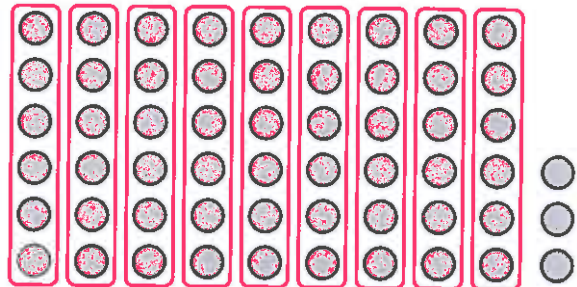
$57 \div 6 = \mathbf{9 R3}$

How many full bags of oranges are there?

9 full bags

How many oranges are not in bags?

3 oranges



How many bags does Juan need to put all the oranges in bags? **10** bags

3. How many craft sticks will be left over if 9 friends equally share a package of 85 craft sticks? **4 craft sticks**
4. A group of 43 people are going to a concert. If 6 people fit in each car, how many cars will they need to take? **8 cars**
5. Bess has 19 sunflowers that she is putting into vases. She will put 4 sunflowers in each vase. How many vases will have 4 flowers? **4 vases**

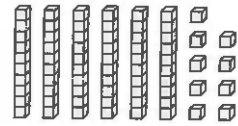
On the Back!

6. Find the number of equal groups and the number left over for $88 \div 3$. Show your work. **29 R1; Check students' work.**

Name _____

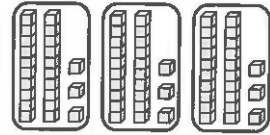
Vocabulary

1. Equal groups are groups that have the same number of items. When you divide, you find the number in each equal group or the number of equal groups.



What number is shown by the place-value blocks? _____

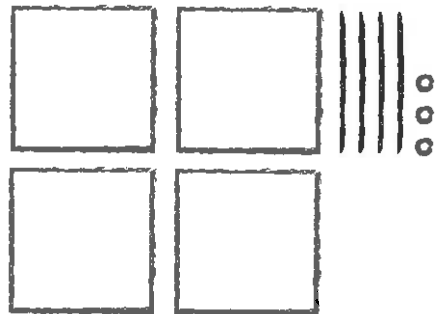
What number does each equal group show? _____



How many equal groups are there? _____

Write a division sentence for the model. _____ \div 3 = _____

Use the place-value model at the right to find $443 \div 3$.
Draw a picture to solve.



2. Divide the hundreds into three equal groups.

There is _____ hundred in each of the 3 groups.

There is _____ hundred remaining.
Unbundle the remaining hundred.

_____ hundred = _____ tens

10 tens + 4 tens = _____ tens

3. Divide the tens into three equal groups.

There are _____ tens in each of the 3 groups.

There are _____ tens remaining.
Unbundle the remaining tens.

_____ tens = _____ ones

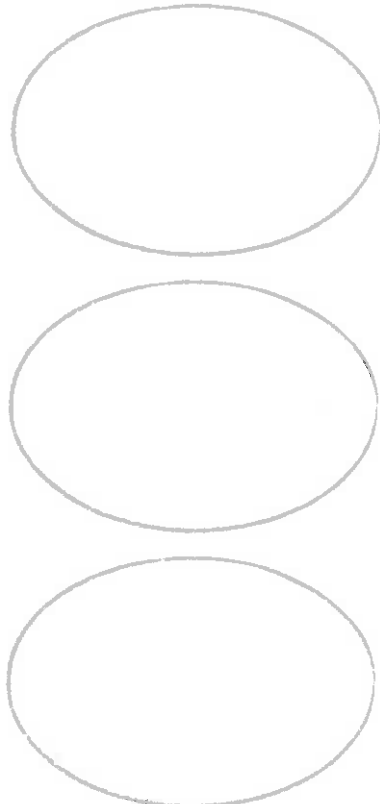
20 ones + _____ ones = _____ ones

4. Divide the ones into three equal groups.

There are _____ ones in each of the 3 groups.

There are _____ ones remaining.

5. $443 \div 3 =$ _____



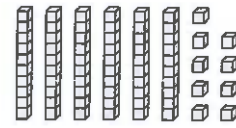
On the Back!

6. Find $59 \div 4$. Draw pictures to solve. Show your work.

Name _____

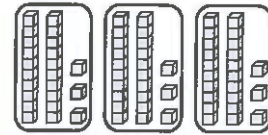
Vocabulary

1. **Equal groups** are groups that have the same number of items. When you divide, you find the number in each equal group or the number of equal groups.



What number is shown by the place-value blocks? **69**

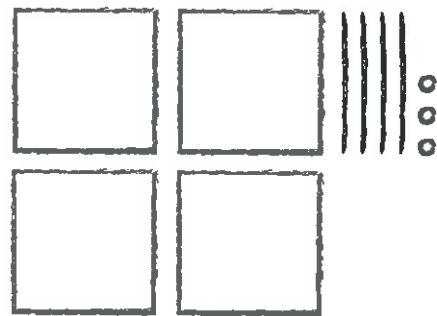
What number does each equal group show? **23**



How many equal groups are there? **3**

Write a division sentence for the model. **$69 \div 3 = 23$**

Use the place-value model at the right to find $443 \div 3$.
Draw a picture to solve.



2. Divide the hundreds into three equal groups.

There is **1** hundred in each of the 3 groups.

There is **1** hundred remaining.
Unbundle the remaining hundred.

1 hundred = **10** tens

10 tens + 4 tens = **14** tens

3. Divide the tens into three equal groups.

There are **4** tens in each of the 3 groups.

There are **2** tens remaining.
Unbundle the remaining tens.

2 tens = **20** ones

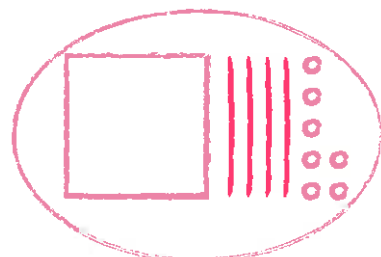
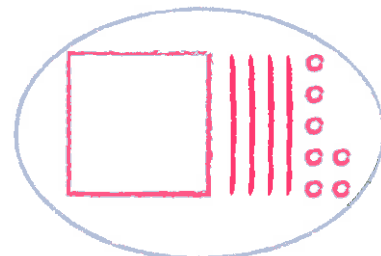
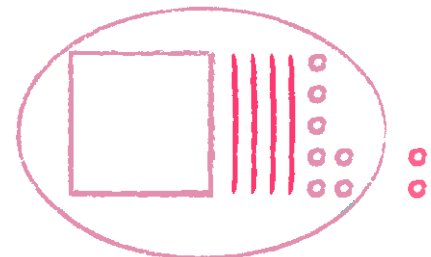
20 ones + **3** ones = **23** ones

4. Divide the ones into three equal groups.

There are **7** ones in each of the 3 groups.

There are **2** ones remaining.

5. $443 \div 3 = \mathbf{147 R2}$



On the Back!

6. Find $59 \div 4$. Draw pictures to solve. Show your work.

14 R3; Check students' work.

Name _____

Vocabulary

1. **Partial quotients** show the separate parts of the answer to a division problem. The sum of the partial quotients is the quotient.

The partial quotients are _____ and _____.

The quotient is _____.

$$\begin{array}{r}
 7 \\
 10 \} \text{ partial quotients} \\
 5 \overline{)85} \\
 \underline{-50} \\
 35 \\
 \underline{-35} \\
 0
 \end{array}$$

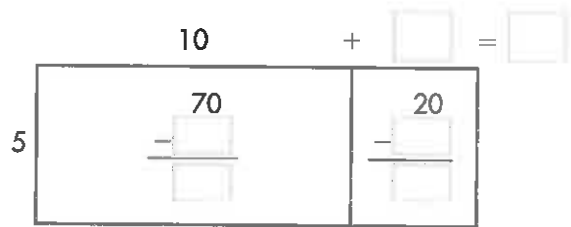
2. Use partial quotients to find $70 \div 5$.
Complete the area model.

Estimate: How many 5s are in 70?

Multiply _____ \times _____. Subtract.

How many 5s are in 20?

Multiply _____ \times _____. Subtract.



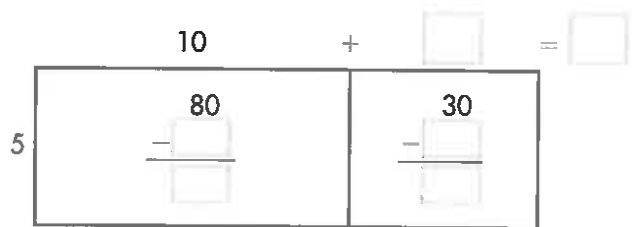
The partial quotients are _____ and _____.

Add the partial quotients to find the quotient.

So, $70 \div 5 =$ _____.

3. Use partial quotients to find $80 \div 5$.
Complete the area model.

$80 \div 5 =$ _____



On the Back!

4. Use partial quotients to find $96 \div 6$. Show your work.

Name _____

Reteach to Build Understanding

5-6

Vocabulary

1. **Partial quotients** show the separate parts of the answer to a division problem. The sum of the partial quotients is the quotient.

The partial quotients are **10** and **7**.

The quotient is **17**.

$$\begin{array}{r} 7 \\ 10 \end{array} \left. \vphantom{\begin{array}{r} 7 \\ 10 \end{array}} \right\} \text{partial quotients}$$

$$\begin{array}{r} 5 \overline{)85} \\ -50 \\ \hline 35 \\ -35 \\ \hline 0 \end{array}$$

2. Use partial quotients to find $70 \div 5$. Complete the area model.

Estimate: How many 5s are in 70?

Multiply **5** \times **10**. Subtract.

How many 5s are in 20?

Multiply **5** \times **4**. Subtract.

$$10 + 4 = 14$$

5	$\begin{array}{r} 70 \\ -50 \\ \hline 20 \end{array}$	$\begin{array}{r} 20 \\ -20 \\ \hline 0 \end{array}$
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The partial quotients are **10** and **4**.

Add the partial quotients to find the quotient.

So, $70 \div 5 = 14$.

3. Use partial quotients to find $80 \div 5$. Complete the area model.

$80 \div 5 = 16$

$$10 + 6 = 16$$

5	$\begin{array}{r} 80 \\ -50 \\ \hline 30 \end{array}$	$\begin{array}{r} 30 \\ -30 \\ \hline 0 \end{array}$
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On the Back!

4. Use partial quotients to find $96 \div 6$. Show your work. **Sample answer:**

$$10 + 6 = 16$$

6	$\begin{array}{r} 96 \\ -60 \\ \hline 36 \end{array}$	$\begin{array}{r} 36 \\ -36 \\ \hline 0 \end{array}$
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Name _____

Vocabulary

1. You can use **estimation**, or find an approximate value for $165 \div 4$.

Estimate the quotient. How many 4s are in 165?

Estimate:

$4 \times 30 =$ _____ $4 \times 40 =$ _____ $4 \times 50 =$ _____

Which estimate is closest to, but not greater than, the dividend? _____

$165 \div 4$ is _____.

Use estimation and partial products to find $2,458 \div 5$.

2. How many 5s are in 2,458?

Estimate:

$5 \times 300 =$ _____

$5 \times 400 =$ _____

$5 \times 500 =$ _____

500 is too many. Use _____.

How many 5s are in 458?

Estimate:

$5 \times 80 =$ _____

$5 \times 90 =$ _____

$5 \times 100 =$ _____

_____ is too many. Use _____.

How many 5s are in 8?

Estimate:

$5 \times 1 =$ _____

$5 \times 2 =$ _____

_____ is too many. Use _____.

The remainder, _____ is less than the divisor, _____, so there are no more 5s in 2,458.

$2,458 \div 5 =$ _____

} partial quotients

$$\begin{array}{r}
 300 \\
 0 \\
 0 \\
 \hline
 5 \overline{) 2,458} \\
 \underline{- 2,000} \\
 458 \\
 \underline{- 450} \\
 8 \\
 \underline{- 5} \\
 3
 \end{array}$$

On the Back!

3. Use partial quotients to divide $498 \div 6$.

Name _____

Vocabulary

1. You can use **estimation**, or find an approximate value for $165 \div 4$.

Estimate the quotient. How many 4s are in 165?

Estimate:

$4 \times 30 =$ **120**

$4 \times 40 =$ **160**

$4 \times 50 =$ **200**

Which estimate is closest to, but not greater than, the dividend? **160**

$165 \div 4$ is **about 40**.

Use estimation and partial products to find $2,458 \div 5$.

2. How many 5s are in 2,458?

Estimate:

$5 \times 300 =$ **1,500**

$5 \times 400 =$ **2,000**

$5 \times 500 =$ **2,500**

500 is too many. Use **400**.

How many 5s are in 458?

Estimate:

$5 \times 80 =$ **400**

$5 \times 90 =$ **450**

$5 \times 100 =$ **500**

100 is too many. Use **90**.

How many 5s are in 8?

Estimate:

$5 \times 1 =$ **5**

$5 \times 2 =$ **10**

2 is too many. Use **1**.

The remainder, **3** is less than the divisor, **5**, so there are no more 5s in 2,458.

$2,458 \div 5 =$ **491 R3**

							}	partial quotients	

On the Back!

3. Use partial quotients to divide $498 \div 6$. **83**

Vocabulary

1. An **algorithm** is a series of steps used to solve a problem. The table below shows the steps of a division algorithm.

Step 1 Divide the hundreds.	Step 2 Divide the tens.	Step 3 Divide the ones.
$\begin{array}{r} 1 \\ 3 \overline{)411} \\ \underline{-3} \\ 1 \end{array}$ <p style="margin-left: 40px;">Divide 4 hundreds by 3.</p>	$\begin{array}{r} 13 \\ 3 \overline{)411} \\ \underline{-3} \\ 11 \\ \underline{-9} \\ 2 \end{array}$ <p style="margin-left: 40px;">Divide 11 tens by 3.</p>	$\begin{array}{r} 137 \\ 3 \overline{)411} \\ \underline{-3} \\ 11 \\ \underline{-9} \\ 21 \\ \underline{-21} \\ 0 \end{array}$ <p style="margin-left: 40px;">Divide 21 ones by 3.</p>

To divide a 3-digit number by a 1-digit number, first divide the _____, then divide the _____, and then divide the _____.

2. Complete each step of the division algorithm.

$$\begin{array}{r} 16R \\ 6 \overline{)98} \\ \underline{-6} \\ 8 \end{array}$$

Divide the tens.

$$\begin{array}{r} \\ \underline{-6} \\ 8 \end{array}$$

Divide the ones.

3. Complete each step of the division algorithm.

$$\begin{array}{r} 194 \\ 3 \overline{)582} \\ \underline{-3} \\ 8 \end{array}$$

Divide the hundreds.

$$\begin{array}{r} \\ \underline{-3} \\ 8 \end{array}$$

Divide the tens.

$$\begin{array}{r} \\ \underline{-6} \\ 2 \end{array}$$

Divide the ones.

Find each quotient.

4. $5 \overline{)566}$

5. $7 \overline{)99}$

On the Back!

6. Find $526 \div 6$. Show your work.

Vocabulary

1. An **algorithm** is a series of steps used to solve a problem. The table below shows the steps of a division algorithm.

Step 1 Divide the hundreds.	Step 2 Divide the tens.	Step 3 Divide the ones.
$\begin{array}{r} 1 \\ 3 \overline{)411} \\ -3 \\ \hline 1 \end{array}$ <p style="text-align: right;">Divide 4 hundreds by 3.</p>	$\begin{array}{r} 13 \\ 3 \overline{)411} \\ -3 \\ \hline 11 \\ -9 \\ \hline 2 \end{array}$ <p style="text-align: right;">Divide 11 tens by 3.</p>	$\begin{array}{r} 137 \\ 3 \overline{)411} \\ -3 \\ \hline 11 \\ -9 \\ \hline 21 \\ -21 \\ \hline 0 \end{array}$ <p style="text-align: right;">Divide 21 ones by 3.</p>

To divide a 3-digit number by a 1-digit number, first divide the **hundreds**, then divide the **tens**, and then divide the **ones**.

2. Complete each step of the division algorithm.

$$\begin{array}{r} 16R2 \\ 6 \overline{)98} \\ -6 \\ \hline 38 \\ -36 \\ \hline 2 \end{array}$$

Divide the tens.

Divide the ones.

3. Complete each step of the division algorithm.

$$\begin{array}{r} 194 \\ 3 \overline{)582} \\ -3 \\ \hline 28 \\ -27 \\ \hline 12 \\ -12 \\ \hline 0 \end{array}$$

Divide the hundreds.

Divide the tens.

Divide the ones.

Find each quotient.

4. $5 \overline{)566}$ **113 R1**

5. $7 \overline{)99}$ **14 R1**

On the Back!

6. Find $526 \div 6$. Show your work.

87 R4; Check students' work.

Name _____

Vocabulary

- 1. **Compatible numbers** are numbers that are easy to compute mentally. To estimate a quotient, you can use compatible numbers.

Use compatible numbers to estimate $3,102 \div 8$.

3,200 and 8 are compatible numbers because they can be easily divided.

Estimate: _____

So, $3,102 \div 8$ is about _____.

- 2. Use compatible numbers to estimate $7,809 \div 8$.

$8,000 \div 8 =$ _____

$$\begin{array}{r} \\ 8 \overline{)7,809} \\ \underline{-00} \\ 80 \\ \underline{-72} \\ 09 \end{array}$$

- 3. Use the division algorithm to divide. 78 hundreds $\div 8$ is about 9 hundreds.
 $8 \times 9 = 72$

- 4. Divide the tens: _____ tens $\div 8$.

$8 \times 7 =$ _____

$$\begin{array}{r} 9 \\ 8 \overline{)7,809} \\ \underline{-72} \\ 60 \\ \underline{-56} \\ 04 \end{array}$$

- 5. Divide the ones: _____ ones $\div 8$.
 $8 \times 6 = 48$

Write any leftovers as the remainder.
Use your estimate to check if your answer is reasonable.

$$\begin{array}{r} 97 \text{ R } \\ 8 \overline{)7,809} \\ \underline{-72} \\ 60 \\ \underline{-56} \\ 04 \end{array}$$

On the Back!

- 6. Estimate first. Then find the quotient for $4,816 \div 6$.

Vocabulary

1. **Compatible numbers** are numbers that are easy to compute mentally. To estimate a quotient, you can use compatible numbers.

Use compatible numbers to estimate $3,102 \div 8$.

3,200 and 8 are compatible numbers because they can be easily divided.

Estimate: $3,200 \div 8 = 400$

So, $3,102 \div 8$ is about 400.

2. Use compatible numbers to estimate $7,809 \div 8$.

$8,000 \div 8 = 1,000$

$$\begin{array}{r} 9 \\ 8 \overline{)7,809} \\ \underline{-72} \\ 6 \end{array}$$

3. Use the division algorithm to divide.
78 hundreds $\div 8$ is about 9 hundreds.
 $8 \times 9 = 72$

4. Divide the tens: 60 tens $\div 8$.

$8 \times 7 = 56$

$$\begin{array}{r} 97 \\ 8 \overline{)7,809} \\ \underline{-72} \\ 60 \\ \underline{-56} \\ 4 \end{array}$$

5. Divide the ones: 49 ones $\div 8$.
 $8 \times 6 = 48$

Write any leftovers as the remainder.
Use your estimate to check if your answer is reasonable.

$$\begin{array}{r} 976R1 \\ 8 \overline{)7,809} \\ \underline{-72} \\ 60 \\ \underline{-56} \\ 49 \\ \underline{-48} \\ 1 \end{array}$$

On the Back!

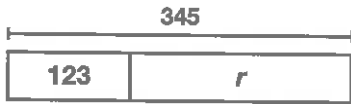
6. Estimate first. Then find the quotient for $4,816 \div 6$.

**$4,800 \div 6 = 800$; $802 R4$;
Check students' work.**

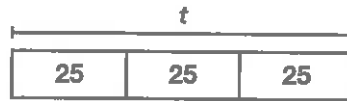
Vocabulary

1. A **variable** is a symbol or letter that stands for a number.

Write the addition equation represented by the bar diagram.



Write the multiplication equation represented by the bar diagram.



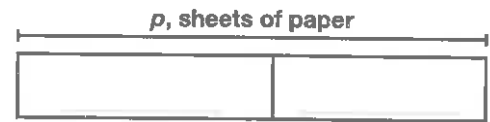
Sandra has 350 sheets of yellow paper and 420 sheets of pink paper. She is making math booklets. Each booklet uses 6 sheets of paper. How many booklets will Sandra be able to make with all the yellow and pink paper?

2. Complete the bar diagram to model the problem.

Write and solve an equation.

_____ + _____ = p

p = _____ sheets of paper



3. Answer the original question: How many booklets can Sandra make?

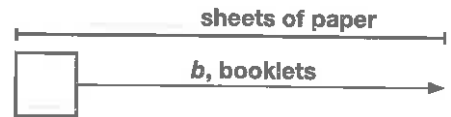
Complete the bar diagram to model the problem.

Write and solve an equation.

_____ ÷ _____ = b

b = _____

Sandra can make _____ booklets.



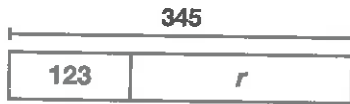
On the Back!

4. A store displays 5 magazines at the end of each aisle. A total of 22 magazines are in place at the end of all of the aisles. A stock person has 53 more magazines to display before each display is fully stocked. How many aisles are in the store? Model the math to solve the equation.

Vocabulary

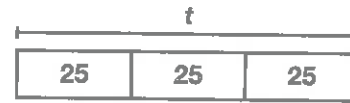
1. A **variable** is a symbol or letter that stands for a number.

Write the addition equation represented by the bar diagram.



$$123 + r = 345$$

Write the multiplication equation represented by the bar diagram.



$$3 \times 25 = t$$

Sandra has 350 sheets of yellow paper and 420 sheets of pink paper. She is making math booklets. Each booklet uses 6 sheets of paper. How many booklets will Sandra be able to make with all the yellow and pink paper?

2. Complete the bar diagram to model the problem.

Write and solve an equation.

$$420 + 350 = p$$

$$p = 770 \text{ sheets of paper}$$



3. Answer the original question: How many booklets can Sandra make?

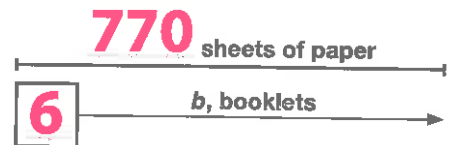
Complete the bar diagram to model the problem.

Write and solve an equation.

$$770 \div 6 = b$$

$$b = 128 \text{ R}2$$

Sandra can make **128** booklets.

**On the Back!**

4. A store displays 5 magazines at the end of each aisle. A total of 22 magazines are in place at the end of all of the aisles. A stock person has 53 more magazines to display before each display is fully stocked. How many aisles are in the store? Model the math to solve the equation.

$22 + 53 = 75$; $75 \div 5 = 15$; There are 15 aisles in the store. Check students' work.