

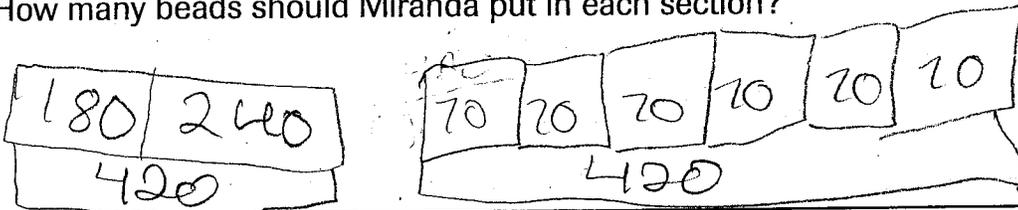
## Problem Solving • Multistep Division Problems

There are 72 third graders and 84 fourth graders going on a field trip. An equal number of students will ride on each of 4 buses. How many students will ride on each bus?

Read the Problem	Solve the Problem								
<p><b>What do I need to find?</b></p> <p>I need to find the number of <u>students</u> who will ride on each bus.</p>	<p>I can model the number of students in all using a bar diagram.</p> <table border="1" style="margin: 10px auto;"> <tr> <td style="text-align: center;">72</td> <td style="text-align: center;">84</td> </tr> <tr> <td colspan="2" style="text-align: center; border-top: 1px solid black;">156</td> </tr> </table>	72	84	156					
72		84							
156									
<p><b>What information do I need to use?</b></p> <p>There are <u>72</u> third graders and <u>84</u> fourth graders. There will be <u>4</u> buses.</p>									
<p><b>How will I use the information?</b></p> <p>I will make a bar diagram for each step. I will add <u>72 and 84</u> to find the total number of students. I will divide by <u>4</u> to find how many students will ride on each bus.</p>	<p>I can model the number of buses and divide to find the number of students on each bus.</p> <table border="1" style="margin: 10px auto;"> <tr> <td style="text-align: center;">39</td> <td style="text-align: center;">39</td> <td style="text-align: center;">39</td> <td style="text-align: center;">39</td> </tr> <tr> <td colspan="4" style="text-align: center; border-top: 1px solid black;">156</td> </tr> </table> <p>So, <u>39</u> students will ride on each bus.</p>	39	39	39	39	156			
39	39	39	39						
156									

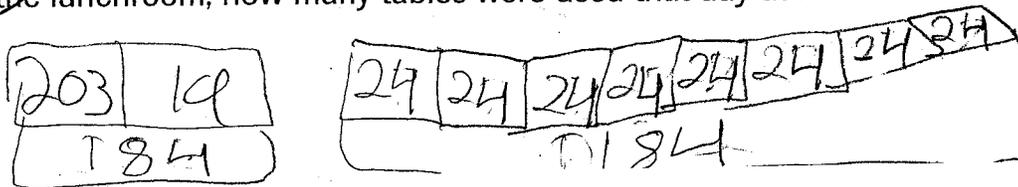
1. Miranda has 180 beads for making jewelry. She buys 240 more beads. She wants to store the beads in a case with 6 sections. She wants to put the same number of beads in each section. How many beads should Miranda put in each section?

20 beads



2. All 203 students at Polk School eat lunch at the same time. One day 19 students were absent. If 8 students sit at each table in the lunchroom, how many tables were used that day at lunch?

24 tables  
23



Name Diana Lee 4th grade

✓ Chapter 4 Review/Test

93% Great!

► Vocabulary

Choose the best term from the box.

Vocabulary

1. When a number cannot be divided evenly, the amount left over is called the remainder.

- compatible numbers
- ~~partial quotient~~
- remainder

2. You use the partial quotient method of dividing when multiples of the divisor are subtracted from the dividend and then the quotients are added together.

► Concepts and Skills

Use grid paper or base-ten blocks to model the quotient. Then record the quotient.

3.  $96 \div 6 = 16$

4.  $86 \div 2 = 43$

5.  $155 \div 5 = 31$

Find two numbers the quotient is between. Then estimate the quotient.

6.  $787 \div 2$

Estimate:  $800 \div 2 = 400$

7.  $391 \div 6$

Estimate:  $400 \div 6 \approx 66$

8.  $789 \div 8$

Estimate:  $800 \div 8 = 100$

Divide.

9.  $3 \overline{)987}$

Handwritten solution:  $329$

10.  $7 \overline{)501}$

Handwritten solution:  $71$

11.  $5 \overline{)153}$

Handwritten solution:  $30$

12.  $4 \overline{)808}$

Handwritten solution:  $202$

13.  $6 \overline{)8,348}$

Handwritten solution:  $1,391$

14.  $8 \overline{)4,897}$

Handwritten solution:  $612$

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Name Oliver

## ✓ Mid-Chapter Checkpoint

### ► Vocabulary

Choose the best term from the box to complete the sentence.

#### Vocabulary

1. A number that is the product of a number and a counting

number is called a multiple.

~~counting numbers~~

~~compatible numbers~~

multiple

~~remainder~~

2. Numbers that are easy to compute mentally are called

compatible numbers.

3. When a number cannot be divided evenly, the amount

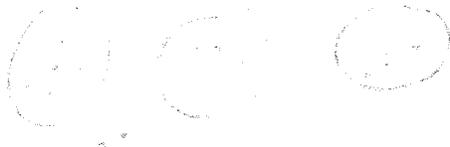
left over is called the remainder.

79%

### ► Concepts and Skills

Divide. Draw a quick picture to help. (CC.4.NF.B.6)

4.  $26 \div 3 = 8 \text{ R } 2$



5.  $19 \div 4 = 4 \text{ R } 3$



Use basic facts and place value to find the quotient. (CC.4.NF.B.6)

6.  $810 \div 9 = 90$

7.  $210 \div 7 = 30$

8.  $3,000 \div 6 = 500$

Use compatible numbers to estimate the quotient. (CC.4.NF.B.6)

9.  $635 \div 9 \approx 70$

10.  $412 \div 5 \approx 80$

11.  $490 \div 8 \approx 60$

Use grid paper or base-ten blocks to model the quotient. Then record the quotient. (CC.4.NF.B.6)

12.  $63 \div 3 = 21$

13.  $85 \div 5 = 17$

14.  $168 \div 8 = 21$



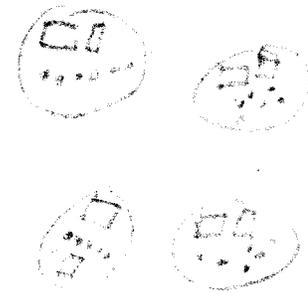
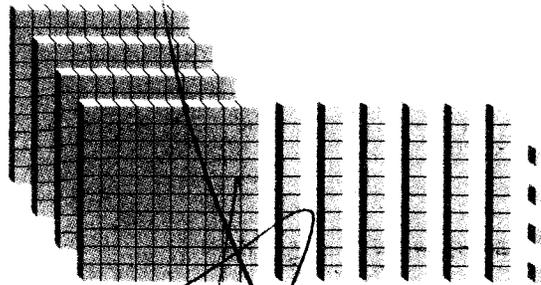
Fill in the bubble completely to show your answer.

15. There are 96 tourists who have signed up to tour the island. The tourists are assigned to 6 equal-size groups. How many tourists are in each group?

- (A) 1 r3  
 (B) 1 r6  
 (C) 11  
 (D) 16

$$\begin{array}{r} 16 \\ 6 \overline{)96} \\ \underline{6} \phantom{0} \\ 36 \\ \underline{36} \\ 0 \end{array}$$

16. Maria needs to share the base-ten blocks equally among 4 equal groups.



Which model shows how many are in each equal group?

- (A) 
 (B) 
 (C) 
 (D)

17. Manny has 39 rocks. He wants to put the same number of rocks in each of 7 boxes. Which sentence shows how many rocks will be in each box?

- (A) He will need 6 boxes.  
 (B) There will be 6 rocks in each box.  
 (C) There will be 5 rocks in each box.  
 (D) There will be 5 rocks left over.

$$\begin{array}{r} 5R4 \\ 7 \overline{)39} \\ \underline{35} \\ 4 \end{array}$$

Name \_\_\_\_\_

Fill in the bubble completely to show your answer.

18. There are 176 students in the marching band. They are arranged in equal rows of 8 students for a parade. How many rows of students are there?

- (A) 220 rows
- (B) 120 rows
- (C) 22 rows
- (D) 21 rows

$$\begin{array}{r} 22 \\ 8 \overline{) 176} \\ \underline{16} \phantom{0} \\ 16 \phantom{0} \\ \underline{16} \phantom{0} \\ 0 \phantom{0} \end{array}$$

176

19. Naomi wants to plant 387 tulip bulbs in 9 equal rows. She uses division to find the number of tulips in each row. In which place is the first digit of the quotient?

- (A) ones
- (B) tens
- (C) hundreds
- (D) thousands

$$\begin{array}{r} 43 \\ 9 \overline{) 387} \\ \underline{36} \phantom{0} \\ 27 \phantom{0} \\ \underline{27} \phantom{0} \\ 0 \phantom{0} \end{array}$$

20. Kevin and 2 friends are playing a game of cards. There are 52 cards in the deck to be shared equally. Kevin wants each player to receive the same number of cards. How many cards will each player receive? How many cards will be left over?

- (A) 16 cards and 4 cards left over
- (B) 17 cards and 1 card left over
- (C) 25 cards and 2 cards left over
- (D) 26 cards and no cards left over

$$\begin{array}{r} 17 \\ 3 \overline{) 52} \\ \underline{51} \\ 1 \end{array}$$

21. Which number is the quotient?

$1,125 \div 5 =$

- (A) 25
- (B) 105
- (C) 125
- (D) 225

$$\begin{array}{r} 225 \\ 5 \overline{) 1125} \\ \underline{10} \phantom{00} \\ 12 \phantom{0} \\ \underline{10} \phantom{0} \\ 20 \phantom{0} \\ \underline{20} \phantom{0} \\ 5 \phantom{0} \\ \underline{5} \phantom{0} \\ 0 \phantom{0} \end{array}$$

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