

# Dividing Whole Numbers

Unit Review (page 1 of 2)

1. Divide.

$$36 \div 6 = \underline{\hspace{2cm}}$$

$$360 \div 60 = \underline{\hspace{2cm}}$$

$$3,600 \div 60 = \underline{\hspace{2cm}}$$

2. What number goes in each box?

$$\boxed{\hspace{2cm}} \div 30 = 50$$

$$630 \div \boxed{\hspace{2cm}} = 7$$

3. Estimate with compatible numbers. Is it reasonable?

$$4,947 \div 51 = 97 \quad \text{Yes} \quad \text{No}$$

$$\text{Estimate } \underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$7,776 \div 81 = 960 \quad \text{Yes} \quad \text{No}$$

$$\text{Estimate } \underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

4. Write the missing sides. Then divide.

|    |                                                   |                                                   |                                              |
|----|---------------------------------------------------|---------------------------------------------------|----------------------------------------------|
| 17 | <div><div></div><div>1,700</div><div></div></div> | <div><div></div><div>1,360</div><div></div></div> | <div><div></div><div></div><div></div></div> |
|----|---------------------------------------------------|---------------------------------------------------|----------------------------------------------|

$$3,128 \div 17 = \underline{\hspace{2cm}}$$

5. Divide with partial quotients.

|    |   |   |   |   |   |  |
|----|---|---|---|---|---|--|
|    |   |   |   |   | R |  |
| 21 | ) | 1 | 3 | 4 | 5 |  |
|    |   |   |   |   |   |  |
|    |   |   |   |   |   |  |
|    |   |   |   |   |   |  |
|    |   |   |   |   |   |  |
|    |   |   |   |   |   |  |
|    |   |   |   |   |   |  |
|    |   |   |   |   |   |  |
|    |   |   |   |   |   |  |

6. Divide. Write the remainder.

|    |   |   |   |   |   |  |
|----|---|---|---|---|---|--|
|    |   |   |   |   | R |  |
| 15 | ) | 1 | 2 | 7 | 4 |  |
|    |   |   |   |   |   |  |
|    |   |   |   |   |   |  |
|    |   |   |   |   |   |  |
|    |   |   |   |   |   |  |
|    |   |   |   |   |   |  |
|    |   |   |   |   |   |  |
|    |   |   |   |   |   |  |
|    |   |   |   |   |   |  |

# Dividing Whole Numbers

Unit Review (page 2 of 2)

7. Circle one. Write the right digit.

**210 ÷ 54**    Try 4    Digit \_\_\_\_\_

Too big    Too small    Just right

8. Circle the quotient.

**15,257 ÷ 19** |    83    830    803

9. Divide. Write the remainder.

|    |   |   |   |   |   |
|----|---|---|---|---|---|
|    |   |   |   |   |   |
| 21 | ) | 4 | 3 | 2 | 8 |
|    |   |   |   |   |   |
|    |   |   |   |   |   |
|    |   |   |   |   |   |
|    |   |   |   |   |   |
|    |   |   |   |   |   |
|    |   |   |   |   |   |
|    |   |   |   |   |   |
|    |   |   |   |   |   |
|    |   |   |   |   |   |

R \_\_\_\_\_

10. A craft club has **315** beads. Each bracelet uses **22** beads. How many bracelets can they make? How many beads are left over?

\_\_\_\_\_ bracelets  
\_\_\_\_\_ beads

11. A school collects **450** cans in May and **390** cans in June. It packs the cans **15** to a box. How many boxes does it fill?

\_\_\_\_\_ boxes

12. Write each answer in the form that fits the story.

a. **18** kids share **33** sandwiches equally. How much does each kid get?

b. **20** kids share **\$70** equally. How much money does each get?

a. \_\_\_\_\_ b. \_\_\_\_\_

# Dividing Whole Numbers

Unit Review (page 1 of 2)

1. Divide.

$$\begin{array}{r} 36 \div 6 = \underline{6} \\ 360 \div 60 = \underline{6} \\ 3,600 \div 60 = \underline{60} \end{array}$$

Lesson 4.1 · Divide by multiples of 10

2. What number goes in each box?

$$\begin{array}{r} \boxed{1,500} \div 30 = 50 \\ 630 \div \boxed{90} = 7 \end{array}$$

Lesson 4.1 · Divide by multiples of 10

3. Estimate with compatible numbers. Is it reasonable?

$$4,947 \div 51 = 97 \quad \text{Yes} \quad \text{No}$$

One way  
Estimate  $\underline{5,000} \div \underline{50} = \underline{100}$

$$7,776 \div 81 = 960 \quad \text{Yes} \quad \text{No}$$

One way  
Estimate  $\underline{8,000} \div \underline{80} = \underline{100}$

Lesson 4.2 · Estimate quotients

4. Write the missing sides. Then divide.

|                         |                      |                   |
|-------------------------|----------------------|-------------------|
| <u>100</u>              | <u>80</u>            | <u>4</u>          |
| 17 $\overline{) 1,700}$ | $\overline{) 1,360}$ | $\overline{) 68}$ |

$$3,128 \div 17 = \underline{184}$$

Lesson 4.3 · Area models and partial quotients

5. Divide with partial quotients.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                             |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| 21 | $\begin{array}{r} \phantom{00} \phantom{00} \phantom{00} \phantom{00} \phantom{00} \\ \phantom{00} \phantom{00} \phantom{00} \phantom{00} \phantom{00} \\ \phantom{00} \phantom{00} \phantom{00} \phantom{00} \phantom{00} \\ \phantom{00} \phantom{00} \phantom{00} \phantom{00} \phantom{00} \\ \phantom{00} \phantom{00} \phantom{00} \phantom{00} \phantom{00} \\ \phantom{00} \phantom{00} \phantom{00} \phantom{00} \phantom{00} \\ \phantom{00} \phantom{00} \phantom{00} \phantom{00} \phantom{00} \\ \phantom{00} \phantom{00} \phantom{00} \phantom{00} \phantom{00} \\ \phantom{00} \phantom{00} \phantom{00} \phantom{00} \phantom{00} \end{array}$ | $\begin{array}{r} \text{R } \underline{1} \\ \underline{60} \\ \underline{4} \\ \underline{64} \end{array}$ |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|

One way

Lesson 4.3 · Area models and partial quotients

6. Divide. Write the remainder.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                         |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| 15 | $\begin{array}{r} \phantom{00} \phantom{00} \phantom{00} \phantom{00} \phantom{00} \\ \phantom{00} \phantom{00} \phantom{00} \phantom{00} \phantom{00} \\ \phantom{00} \phantom{00} \phantom{00} \phantom{00} \phantom{00} \\ \phantom{00} \phantom{00} \phantom{00} \phantom{00} \phantom{00} \\ \phantom{00} \phantom{00} \phantom{00} \phantom{00} \phantom{00} \\ \phantom{00} \phantom{00} \phantom{00} \phantom{00} \phantom{00} \\ \phantom{00} \phantom{00} \phantom{00} \phantom{00} \phantom{00} \\ \phantom{00} \phantom{00} \phantom{00} \phantom{00} \phantom{00} \end{array}$ | $\begin{array}{r} \text{R } \underline{14} \end{array}$ |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|

Lesson 4.4 · The standard algorithm

# Dividing Whole Numbers

Unit Review (page 2 of 2)

7. Circle one. Write the right digit.

$$210 \div 54 \quad \text{Try } 4 \quad \text{Digit } \underline{3}$$

**Too big**

Too small

Just right

Lesson 4.4 · The standard algorithm

8. Circle the quotient.

$$15,257 \div 19 \quad | \quad 83 \quad 830 \quad \underline{803}$$

Lesson 4.5 · Larger dividends and zeros in the quotient

9. Divide. Write the remainder.

|    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
|    |   | 2 | 0 | 6 | R | 2 |
| 21 | ) | 4 | 3 | 2 | 8 |   |
| -  |   | 4 | 2 |   |   |   |
|    |   |   | 1 | 2 |   |   |
|    |   |   | - | 0 |   |   |
|    |   |   | 1 | 2 | 8 |   |
|    |   |   | - | 1 | 2 | 6 |
|    |   |   |   |   |   | 2 |

Lesson 4.5 · Larger dividends and zeros in the quotient

10. A craft club has 315 beads. Each bracelet uses 22 beads. How many bracelets can they make? How many beads are left over?

14 bracelets

7 beads

Lesson 4.6 · What the remainder means

11. A school collects 450 cans in May and 390 cans in June. It packs the cans 15 to a box. How many boxes does it fill?

$$450 + 390 = 840$$

$$840 \div 15 = 56$$

One way

56 boxes

Lesson 4.8 · Division stories

12. Write each answer in the form that fits the story.

a. 18 kids share 33 sandwiches equally. How much does each kid get?

b. 20 kids share \$70 equally. How much money does each get?

a mixed number,  
or an equal  
fraction

dollars and  
cents

a.  $1\frac{5}{6}$

b. \$3.50

Lesson 4.7 · Remainders as fractions and decimals