lesson nineteen - student resource sheet

Lesson Objective: Multiply multi-digit numbers by a one-digit numbers, with regrouping.

Vocabulary Box

place value – The position, or place, of a digit in a number that tells the value of that digit. Example: The value of the digit 5 in 35,347 is 5 thousands, or 5,000.

multiplication – An operation used to combine equal groups and to shorten repeated addition. Example: Six groups of 7 equals 42, or 6 x 7 = 42.

factor – One of two or more expressions that are multiplied to get a product. Example: The first factor of 19 x 5 is 19, and the second factor is 5.

product – The result of two or more numbers being multiplied. Example: The product of 19 x 5 is 95.

regroup – To arrange in a new grouping. Example: When 25 and 37 are added, 10 ones are regrouped into 1 ten to get the answer 62.

Independent Practice

I. Directions: Complete the following practice problems on your own. Your teacher will review the answers. Make sure you show all your work.

1. 342 x 5	2. 578 x 3	3. 832 x 4	4. 377 x 2	5. 256 x 6
6. 574 x 5	7. 432 x 7	8. 765 x 3	9. 234 x 9	10. 867 x 2

II. Directions: Rewrite the following problems vertically, and solve.

564 x 2 =

678 x 3 =

879 x 4 =

436 x 7 =

725 x 6 =

BONUS?

Directions: Find the following products.

765	252	919
x 4	x 6	x 2

Problem Solving

Robbie, Katie, Nicholas, Joseph, Savannah, David, and Alex all worked for Mr. Brown. Each of them worked every weekend for a month washing cars. Mr. Brown told them they would each make the same amount of money. At the end of the month, Mr. Brown paid each of them $265.

1. How many children did Mr. Brown have to pay? _____

2. Create a multiplication problem based on this question.

3. How much did Mr. Brown spend on the kids' pay checks altogether? _____

4. Use what you know about multiplication to explain how you determined your answer. Use words, numbers, or both in your explanation.

_____

_____

_____

_____

_____

Directions: Multiply.

1. 327
   x 5

2. 732
   x 6

3. 921 x 8 = _____

lesson twenty - student resource sheet

Lesson Objective: Divide multi-digit numbers by one-digit numbers, with or without remainders (no regrouping).

Vocabulary Box

quotient – The answer to a division problem. Example: In the problem 12 divided by 4, the quotient is 3.

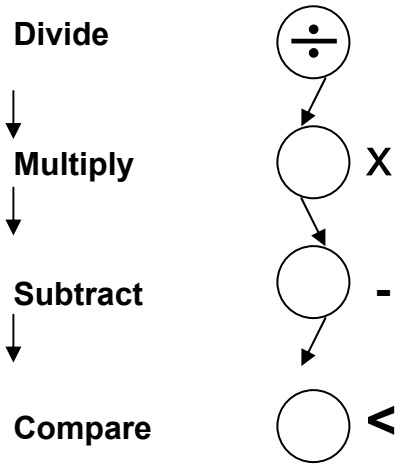
dividend – The number that is divided in a division problem. Example: In the problem 12 divided by 4, 12 is the dividend.

divisor – The number that divides the dividend. Example: In the problem 12 divided by 4, the divisor is 4.

remainder – The number that is left over after dividing. Example: If we try to divide 15 by 7, we multiply 7 by 2 and get 14. It is the closest to 15 we can get, so we subtract 14 from 15 and have 1 left over. The 1 is the remainder.

Guided Practice

I. Directions: Complete the following practice problems with your partner. Follow the division sequence chain to help you. Your teacher will review the problems with you.



$7\overline{)55}$ $4\overline{)39}$

II. Find the quotient of each of the following questions.

$8\overline{)75}$ $3\overline{)26}$ $5\overline{)31}$ $6\overline{)34}$

Summary/Closure

A. Vocabulary Words

Directions: For each vocabulary word listed, draw a line that connects it to its definition.

1. quotient	a. an amount by which another amount is to be divided
2. divisor	b. the number that is left over after dividing
3. dividend	c. the answer to a division problem
4. remainder	d. an amount to be divided

B. Summarize What We Learned Today

Directions: Create your own division sequence chain. Then create your own division problem that involves a multi-digit dividend and a one-digit divisor. Be sure to show all of your steps. You may write a few notes to help you in later lessons.

lesson twenty-one - student resource sheet

Lesson Objective: Divide multi-digit numbers by one-digit numbers, with or without remainders (no regrouping).

Vocabulary Box

quotient – The answer to a division problem. Example: In the problem 12 divided by 4, the quotient is 3.

dividend – The number that is divided in a division problem. Example: In the problem 12 divided by 4, 12 is the dividend.

divisor – The number that does the dividing. Example: In the problem 12 divided by 4, the divisor is 4.

remainder – The number that is left over after dividing. Example: If we try to divide 15 by 7, we multiply 7 by 2 and get 14. It is the closest to 15 we can get, so we subtract 14 from 15 and have 1 left over. The 1 is the remainder.

Independent Practice

I. Directions: Complete the following practice problems on your own. Your teacher will review the answers. Make sure you show all your work.

1. $7\overline{)66}$

2. $7\overline{)22}$

3. $6\overline{)36}$

4. $9\overline{)55}$

5. $8\overline{)39}$

6. $9\overline{)80}$

7. $8\overline{)64}$

8. $9\overline{)45}$

9. $6\overline{)29}$

10. $9\overline{)67}$

II. Directions: Write the following division problems, using a division box. Then solve, using the divide, multiply, subtract, compare model.

1. 71 divided by 9
2. 57 divided by 7
3. 44 divided by 8

Directions: Find the quotient.

1.	2.	3.	4.
$9\overline{)32}$	$7\overline{)53}$	$9\overline{)78}$	$7\overline{)66}$

lesson twenty-one - student resource sheet

Mr. Jackson collected 87 books for his classroom library. On each of the nine bookcase shelves, Mr. Jackson can fit a certain number of books equally. Divide Mr. Jackson's books so that there is an equal number on each shelf.

1. How many books can fit equally on each shelf? _____

2. How many books will be left off the shelf? _____

3. Use what you know about division to explain why your answer is correct.

_____

_____

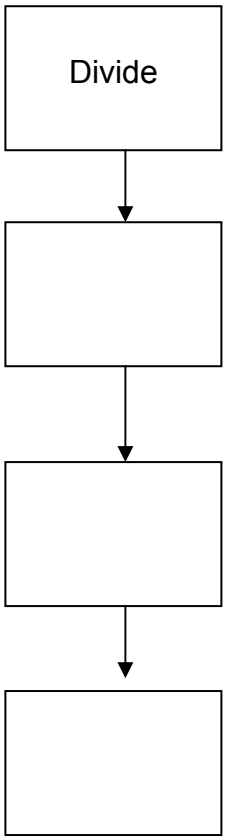
_____

_____

_____

Directions: Complete the division chain to show you know the steps of dividing and finding a remainder. Write the words, and then show the sign for each step.

1.



Solve the division problems.

2. $5\overline{)39}$

3. $6\overline{)46}$