# lesson seven - student resource sheet

**Lesson Objective:** Divide a multi-digit number by a one-digit number with regrouping.

## Vocabulary Box

**divide** — To separate a total into equal groups to find how many groups or how many in each group. Example: 56 ÷ 7 means to separate 56 into 7 equal groups.

**dividend** — The number to be divided. Example: In 56 ÷ 7, the dividend is 56.

**divisor** — The number another amount is divided by. Example: In 56 ÷ 7, the divisor is 7.

**quotient** — The answer to a division problem. Example: In 56 ÷ 7 = 8, the quotient is 8.

**remainder** — The number that is left over after dividing.
Example: In 59 ÷ 7 = 8 R3, the remainder is 3.

## Guided Practice

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

**I.** Solve the following problems. Use a base ten block model for problem 1, and place values for problem 2.

1. 65 ÷ 4 = _____

2. 627 ÷ 3 = _____

**II.** Solve the following problems using place values. Please work independently.

1. 37 ÷ 2 = _____

2. $5\overline{)824}$

# Summary/Closure

**A. Vocabulary Words**

Directions: Use the vocabulary words in the box to label each part of the two division problems below.

| | | | |
|---|---|---|---|
| dividend | divisor | quotient | remainder |

$741 \div 6 = 123 \text{ R}3$

$$5\overline{)2,016} \quad 403 \text{ R}1$$

**B. Summarize What We Learned Today**

Write and solve a sample problem involving dividing by a one-digit number with regrouping. Your dividend should be a two-digit or three-digit number. Then explain in words, numbers, and pictures how to use place values to divide any whole number by a one-digit number with regrouping.

You will use this explanation as a personal reminder.

# lesson eight - student resource sheet

**Lesson Objective:** Divide a multi-digit number by a one-digit number with regrouping.

## Vocabulary Box

**divide** — To separate a total into equal groups to find how many groups or how many in each group. Example: 56 ÷ 7 means to separate 56 into 7 equal groups.

**dividend** — The number to be divided. Example: In 56 ÷ 7, the dividend is 56.

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**quotient** — The answer to a division problem. Example: In 56 ÷ 7 = 8, the quotient is 8.

**remainder** — The number that is left over after dividing.
Example: In 59 ÷ 7 = 8 R3, the remainder is 3.
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## Independent Practice

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

**I.** Use place value to solve each problem.

1. 37 ÷ 2 = _____

2. 87 ÷ 6 = _____

3. $4\overline{)832}$ = _____

4. $3\overline{)937}$ = _____

**II.** Use multiplication, or multiplication and addition, to check the answer to each problem.

1. $142 \div 5 = 28$ R2

2. $2\overline{)1{,}730}$ $865$


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Directions: Study each of the division problems below and think about basic division facts. Then circle all of the problems that you think will have a remainder when you divide.

1. $19 \div 2$

2. $4\overline{)36}$

3. $72 \div 8$

4. $5\overline{)62}$

Directions: Write a division problem that could be checked by each of the following products and sums.

1. $9 \times 6 = 54$

2. $7 \times 16 = 112$; $112 + 3 = 115$

3. $32 \times 4 = 128$; $128 + 2 = 130$

# lesson eight - student resource sheet


Jennifer made 192 cookies for the school bake sale. She wants to sell the cookies in bags. There will be five cookies in each bag.

1. How many bags of cookies can Jennifer sell?

   1) Find the information you need.

      Total number of cookies made = _____

      Number of cookies in each bag = _____

   2) Use this information to answer the question. Write the correct math symbol in the blank below.

      Total cookies _____ number of cookies each bag = number of bags

   3) Use the information to solve the problem. Use partial products.

   4) Check your answer. Use multiplication and addition.

   5) Write your answer in a complete sentence. Use words from the problem.

2. Jennifer plans to eat any of the cookies that she does not put in bags to sell. How many cookies will Jennifer eat? Remember to write your answer in a complete sentence.

3. Suppose Jennifer puts three cookies in each bag instead of five. How many cookies will she have left over? Show your work. Write your final answer in a complete sentence.


1. 56 ÷ 3 = _____

2. $4\overline{)528}$

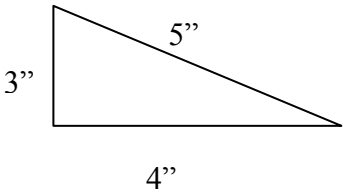
3. To check the answer to a division problem with a remainder, I multiply the _____ by the _____. Then I add the _____ to that product. That sum should be the same as my _____ in my division problem.

# lesson nine - student resource sheet

**Lesson Objective:** Find the perimeter of a polygon with five or fewer sides.

## Vocabulary Box

**polygon** — A closed plane figure with all straight sides.
Example: The figure at right is a polygon. It is a triangle.




**perimeter** — The total distance around the outside of a polygon.
Example: The perimeter of the triangle at the right is 12 inches.

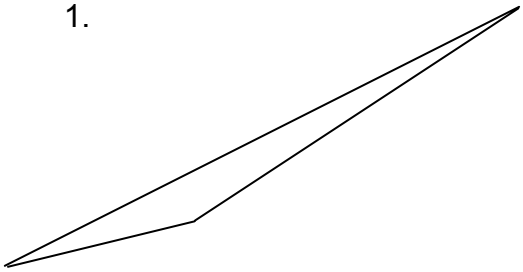
**formula** — A mathematical rule. Example: The formula for perimeter is: Perimeter = sum of the lengths of the sides of a polygon. 3 inches + 4 inches + 5 inches = 12 inches.

## Guided Practice

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

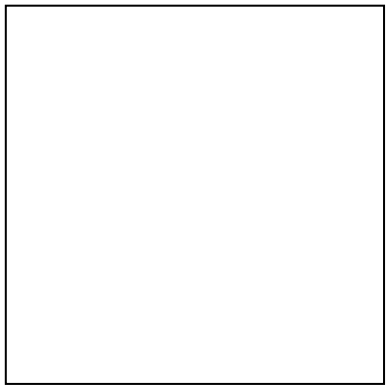
**I.** Measure the length of each side of the polygons below. Use inches to measure the first polygon. Use centimeters to measure the second polygon. Label your measurements along the correct sides of each polygon. Then use your measurements to find the perimeter of each polygon.

1.



Perimeter = _____ inches

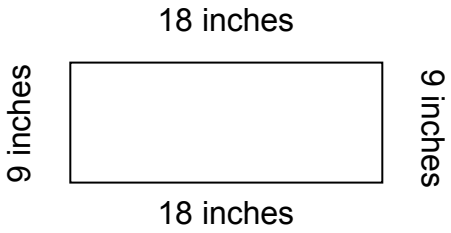
2.



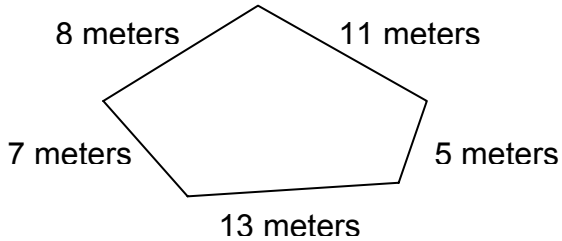
Perimeter = _____ centimeters

**II.** Find the perimeter of each polygon. Be sure to use the correct units.

1.




2.

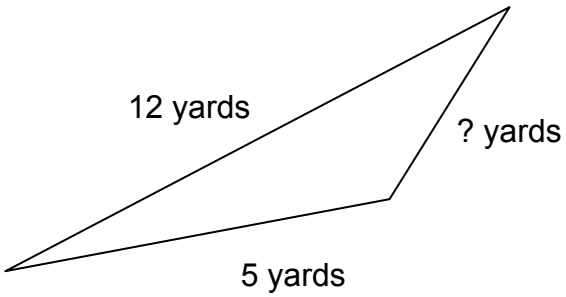



Perimeter = _____

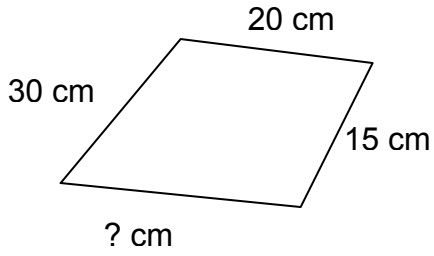
Perimeter = _____

**III.** Use the perimeter and the given side lengths of each polygon to find the length of its unlabeled side. Be sure to use the correct units. Please work independently.

1.




2.




Perimeter = 21 yards
Unlabeled side = _____

Perimeter = 90 centimeters
Unlabeled side = _____

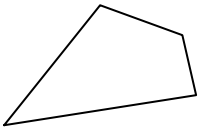
## Summary/Closure

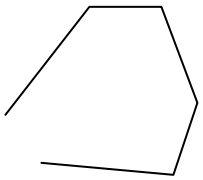
**A. Vocabulary Words**

Directions: Circle the letter of the correct answer.

1. Which of these figures is a polygon?

A. 

B. 

C. 

2. The perimeter of a figure is the ____ .
   A. amount of space the figure covers.
   B. distance around the outside of the figure.
   C. amount of space inside the figure.
   D. distance across the figure.

3. I can use _____ to find the perimeters of polygons.
   A. addition
   B. division
   C. multiplication
   D. division

4. Which of the following formulas would work for the perimeter of a rectangle? _____
   A. Add two side lengths.
   B. Multiply the length by the width.
   C. Add all the side lengths of the rectangle.
   D. Multiply all the side lengths of the rectangle.

**B. Summarize What We Learned Today**

Write and solve a sample problem involving finding the perimeter of a polygon. Make sure your polygon has less than six sides. Then explain in words, numbers, and pictures how to find the perimeter of that figure. You will use this explanation as a personal reminder.