Dividing by larger numbers

589 ÷ 15 can be written in two ways:

$39\frac{4}{15}$ or 39 r 4

$15\overline{)589}$ $15\overline{)589}$

Work out the answers to these problems. Use fractions remainders.

$48\overline{)435}$ $21\overline{)359}$ $57\overline{)452}$ $72\overline{)792}$

$30\overline{)937}$ $65\overline{)799}$ $17\overline{)289}$ $51\overline{)854}$

Work out the answers to these problems. Use unit remainders.

$79\overline{)653}$ $24\overline{)545}$ $68\overline{)952}$ $36\overline{)411}$

$12\overline{)876}$ $96\overline{)797}$ $17\overline{)742}$ $45\overline{)582}$

Dividing by larger numbers

589 ÷ 15 can be written in two ways:

$39\frac{4}{15}$ or 39 r 4

$15\overline{)589}$ $15\overline{)589}$

Work out the answers to these problems. Use fractions remainders.

$9\frac{3}{48}$

$$\begin{array}{r} 9 \\ 48\overline{)435} \\ \underline{432} \\ 3 \end{array}$$

$17\frac{2}{21}$

$$\begin{array}{r} 17 \\ 21\overline{)359} \\ \underline{21} \\ 149 \\ \underline{147} \\ 2 \end{array}$$

$7\frac{53}{57}$

$$\begin{array}{r} 7 \\ 57\overline{)452} \\ \underline{399} \\ 53 \end{array}$$

11

$$\begin{array}{r} 11 \\ 72\overline{)792} \\ \underline{77} \\ 72 \\ \underline{72} \\ 0 \end{array}$$

$31\frac{7}{30}$

$$\begin{array}{r} 31 \\ 30\overline{)937} \\ \underline{90} \\ 37 \\ \underline{30} \\ 7 \end{array}$$

$12\frac{19}{65}$

$$\begin{array}{r} 12 \\ 65\overline{)799} \\ \underline{65} \\ 149 \\ \underline{130} \\ 19 \end{array}$$

17

$$\begin{array}{r} 17 \\ 17\overline{)289} \\ \underline{17} \\ 119 \\ \underline{119} \\ 0 \end{array}$$

$16\frac{48}{51}$

$$\begin{array}{r} 16 \\ 51\overline{)854} \\ \underline{50} \\ 354 \\ \underline{306} \\ 48 \end{array}$$

Work out the answers to these problems. Use unit remainders.

8 r 21

$$\begin{array}{r} 8 \\ 79\overline{)653} \\ \underline{632} \\ 21 \end{array}$$

22 r 17

$$\begin{array}{r} 22 \\ 24\overline{)545} \\ \underline{48} \\ 65 \\ \underline{48} \\ 17 \end{array}$$

14

$$\begin{array}{r} 14 \\ 68\overline{)952} \\ \underline{68} \\ 272 \\ \underline{272} \\ 0 \end{array}$$

11 r 15

$$\begin{array}{r} 11 \\ 36\overline{)411} \\ \underline{36} \\ 51 \\ \underline{36} \\ 15 \end{array}$$

73

$$\begin{array}{r} 73 \\ 12\overline{)876} \\ \underline{84} \\ 36 \\ \underline{36} \\ 0 \end{array}$$

8 r 29

$$\begin{array}{r} 8 \\ 96\overline{)797} \\ \underline{768} \\ 29 \end{array}$$

43 r 11

$$\begin{array}{r} 43 \\ 17\overline{)742} \\ \underline{68} \\ 62 \\ \underline{51} \\ 11 \end{array}$$

12 r 42

$$\begin{array}{r} 12 \\ 45\overline{)582} \\ \underline{45} \\ 132 \\ \underline{90} \\ 42 \end{array}$$

Children may have trouble deciding where to place digits in the quotient. Have them place the digit directly above the number being subtracted in that step.