North Penn School District

Elementary Math Parent Letter

Grade 5

Unit 1 – Chapter 2: Divide Whole Numbers

Examples for each lesson:

Lesson 2.1

Algebra • Multiplication Comparisons

Tara has 3 times as many soccer medals as Greg. Greg has 4 soccer medals. How many soccer medals does Tara have?

Step 1 Draw a model.

Greg ◯◯◯◯

Tara ◯◯◯◯ ◯◯◯◯ ◯◯◯◯

Step 2 Use the model to write an equation.

$n = \underline{3} \times \underline{4}$ **Think:** n is how many soccer medals Tara has.

Step 3 Solve the equation.

$n = \underline{12}$

So, Tara has $\underline{12}$ soccer medals.

More information on this strategy is available on Animated Math Model #8.

Lesson 2.2

Divide by 1-Digit Divisors

You can use compatible numbers to help you place the first digit in the quotient. Then you can divide and check your answer.

Divide. $4\overline{)757}$

Step 1 Estimate with compatible numbers to decide where to place the first digit.

$757 \div 4$

$\downarrow$

$800 \div 4 = 200$

The first digit of the quotient is in the hundreds place.

Step 2 Divide.

$$\begin{array}{r} 189\text{ r1} \\ 4\overline{)757} \\ -4\downarrow \\ \hline 35 \\ -32\downarrow \\ \hline 37 \\ -36 \\ \hline 1 \end{array}$$

Step 3 Check your answer.

$$\begin{array}{rl} 189 & \leftarrow \text{quotient} \\ \times\ 4 & \leftarrow \text{divisor} \\ \hline 756 & \\ +\ 1 & \leftarrow \text{remainder} \\ \hline 757 & \leftarrow \text{dividend} \end{array}$$

Since 189 is close to the estimate of 200, the answer is reasonable.

So, $757 \div 4$ is 189 r1.

More information on this strategy is available on Animated Math Model #9, 10.

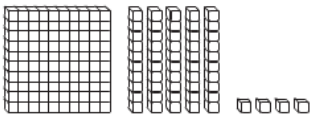
Lesson 2.3

Division with 2-Digit Divisors

You can use base-ten blocks to model division with 2-digit divisors.

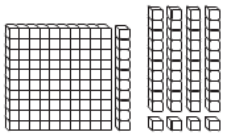
Divide. 154 ÷ 11

Step 1 Model 154 with base-ten blocks.



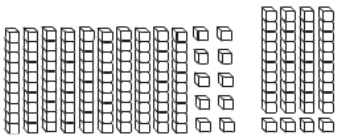
Step 2 Make equal groups of 11. Each group should contain 1 ten and 1 one.

You can make 4 groups of 11 without regrouping.



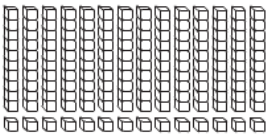
Step 3 Regroup 1 hundred as 10 tens.

Regroup 1 ten as 10 ones.



Step 4 Use the regrouped blocks to make as many groups of 11 as possible. Then count the total number of groups.

There are 14 groups. So, 154 ÷ 11 = 14.



Lesson 2.4

Partial Quotients

Divide. Use partial quotients.

858 ÷ 57

		Quotient
Step 1 Estimate the number of groups of 57 that are in 858. You know 57 × 10 = 570. Since 570 < 858, at least 10 groups of 57 are in 858. Write 10 in the quotient column, because 10 groups of the divisor, 57, are in the dividend, 858.	858 −570 288	10
Step 2 Now estimate the number of groups of 57 that are in 288. You know 60 × 4 = 240. So at least 4 groups of 57 are in 288. Subtract 228 from 288, because 57 × 4 = 228. Write 4 in the quotient column, because 4 groups of the divisor, 57, are in 288.	288 −228 60	4
Step 3 Identify the number of groups of 57 that are in 60. 57 × 1 = 57, so there is 1 group of 57 in 60. Write 1 in the quotient column.	60 −57 remainder → 3	+ 1 15
Step 4 Find the total number of groups of the divisor, 57, that are in the dividend, 858, by adding the numbers in the quotient column. Include the remainder in your answer.		**Answer:** 15 r3

Lesson 2.5

Estimate with 2-Digit Divisors

You can use *compatible numbers* to estimate quotients. Compatible numbers are numbers that are easy to compute with mentally.

To find two estimates with compatible numbers, first round the divisor. Then list multiples of the rounded divisor until you find the two multiples that are closest to the dividend. Use the one less than and the one greater than the dividend.

Use compatible numbers to find two estimates. 4,125 ÷ 49

Step 1 Round the divisor to the nearest ten.
49 rounds to 50.

Step 2 List multiples of 50 until you get the two closest to the dividend, 4,125.
Some multiples of 50 are:
500 1,000 1,500 2,000 2,500 3,000 3,500 4,000 4,500
4,000 and 4,500 are closest to the dividend.

Step 3 Divide the compatible numbers to estimate the quotient.
4,000 ÷ 50 = 80 4,500 ÷ 50 = 90

The more reasonable estimate is 4,000 ÷ 50 = 80,
because 4,000 is closer to 4,125 than 4,500 is.

More information on this strategy is available on Animated Math Models #11, 12.

Lesson 2.6

Divide by 2-Digit Divisors

When you divide by a 2-digit divisor, you can use estimation to help you place the first digit in the quotient. Then you can divide.

Divide. $53\overline{)2{,}369}$

Step 1 Use compatible numbers to estimate the quotient. Then use the estimate to place the first digit in the quotient.

$$\begin{array}{r} 40 \\ 50\overline{)2{,}000} \end{array}$$

The first digit will be in the tens place.

Step 2 Divide the tens.

$$\begin{array}{r} 4 \\ 53\overline{)2{,}369} \\ -\ 212 \\ \hline 24 \end{array}$$

Think:
Divide: 236 tens ÷ 53
Multiply: 53 × 4 tens = 212 tens
Subtract: 236 tens − 212 tens
Compare: 24 < 53, so the first digit of the quotient is reasonable.

Step 3 Bring down the 9 ones.
Then divide the ones.

$$\begin{array}{r} 44\ \text{r}37 \\ 53\overline{)2{,}369} \\ -\ 212\downarrow \\ \hline 249 \\ -\ 212 \\ \hline 37 \end{array}$$

Think:
Divide: 249 ones ÷ 53
Multiply: 53 × 4 ones = 212 ones
Subtract: 249 ones − 212 ones
Compare: 37 < 53, so the second digit of the quotient is reasonable.

So, 2,369 ÷ 53 is 44 r37.

Write the remainder to the right of the whole number part of the quotient.

More information on this strategy is available on Animated Math Model #13.

Lesson 2.7

Interpret the Remainder

Erin has 87 ounces of trail mix. She puts an equal number of ounces in each of 12 bags. How many ounces does she put in each bag?

$$\begin{array}{r} 7\text{ r}3 \\ 12\overline{)87} \\ -84 \\ \hline 3 \end{array}$$

First, divide to find the quotient and remainder. Then, decide how to use the quotient and the remainder to answer the question.

- The dividend, 87, represents the total number of ounces of trail mix.
- The divisor, 12, represents the total number of bags.
- The quotient, 7, represents the whole-number part of the number of ounces in each bag.
- The remainder, 3, represents the number of ounces left over.

Divide the 3 ounces in the remainder by the divisor, 12, to write the remainder as a fraction: $\frac{3}{12}$

Write the fraction part in simplest form in your answer.

So, Erin puts $7\frac{1}{4}$ ounces of trail mix in each bag.

Lesson 2.8

Adjust Quotients

When you divide, you can use the first digit of your estimate as the first digit of your quotient. Sometimes the first digit will be too high or too low. Then you have to adjust the quotient by increasing or decreasing the first digit.

Estimate Too High		Estimate Too Low	
Divide. 271 ÷ 48		**Divide.** 2,462 ÷ 27	
Estimate. 300 ÷ 50 = 6		**Estimate.** 2,400 ÷ 30 = 80	
Try 6 ones.	Try 5 ones.	Try 8 tens.	Try 9 tens.
$\begin{array}{r} 6 \\ 48\overline{)271} \\ -\ 288 \end{array}$	$\begin{array}{r} 5\text{ r}31 \\ 48\overline{)271} \\ -\ 240 \\ \hline 31 \end{array}$	$\begin{array}{r} 8 \\ 27\overline{)2,462} \\ -\ 2\,16 \\ \hline 30 \end{array}$	$\begin{array}{r} 91\text{ r}5 \\ 27\overline{)2,462} \\ -\ 2\,43 \\ \hline 32 \\ -\ 27 \\ \hline 5 \end{array}$
You cannot subtract 288 from 271. So, the estimate is too high.	So, 271 ÷ 48 is 5 r31.	30 is greater than the divisor. So, the estimate is too low.	So, 2,462 ÷ 27 is 91 r5.

More information on this strategy is available on Animated Math Model #14.

Lesson 2.9

Problem Solving • Division

Sara and Sam picked apples over the weekend. Sam picked nine times as many apples as Sara. Together, they picked 310 apples. How many apples did each person pick?

Read the Problem

What do I need to find?	What information do I need to use?	How will I use the information?
I need to find the number of apples each person picked.	I need to know that Sam and Sara picked a total of 310 apples. I need to know that Sam picked 9 times as many apples as Sara.	I can use the strategy draw a diagram to organize the information. I can draw and use a bar model to write the division problem that will help me find the number of apples Sam and Sara each picked.

Solve the Problem

My bar model needs to have one box for the number of apples Sara picked and nine boxes for the number of apples Sam picked. I can divide the total number of apples picked by the total number of boxes.

$$10\overline{)310}\quad 31$$
$$-30$$
$$10$$
$$-10$$
$$0$$

So, Sara picked 31 apples and Sam picked 279 apples.

Vocabulary

Compatible numbers – numbers that are easy to compute with mentally

Estimate – to find an answer that is close to the exact amount

Inverse operations – opposite operations, or operations that undo each other, such as multiplication and division

Remainder – the amount left over when a number cannot be divided equally