

5th GRADE SUMMER READING ASSIGNMENT

1. Choose any book from the attached reading list. After reading the book, write a 3 paragraph summary. Your summary should describe the beginning, middle, and end of the book.

2. Read the book, Mr. Popper's Penguins, by Richard and Florence Atwater. Write a paragraph describing an alternative ending for the story. In other words, think of a different way for the story to end and write about it. Draw a picture showing your favorite part of the story.

INTERMEDIATE SUGGESTED READING (Grades 3 – 5)

Akeman, Karen
Alcott, Louisa May

Song and Dance Man
Little Women

Intermediate Suggested Reading cont.

Adventure of the American
Revolution Series
Olasky, Susan

Annie Henry and the Secret Mission
Annie Henry and the Birth of Liberty
Annie Henry and the Mysterious Stranger
Annie Henry and the Redcoats

American Girl – Historical
Mystery Series

Buckley, Sarah Masters	Smugglers' Treasure
Hughes, Holly	Hoofbeats of Danger
Jones, Elizabeth McDavid	Night Flyers
Ayers, Katherine	voices of Whisper Bend
Atwater, Richard and Florence	Mr. Popper's Penguins
Avi	Night Journeys
Banks, Lynn Reed	The Indian in the Cupboard
Baylor, Byrd	Hawk, I'm Your Brother
Blume, Judy	Superfudge
Burnett, Frances	Secret Garden
Cameron, Ann	Stories Julian Tells
Clearly, Beverly	(All books)
e.g.,	Dear Mr. Henshaw
	Ralph S. Mouse
	Ramona and Her Father
	Ramona and Her Mother
	Ramona the Pest
Coerr, Eleanor	Meiko and the Fifth Treasure
	Sadako and the Thousand Paper Cranes
Christopher, Matt	Sports books
Dahl, Roald	Charlie and the Chocolate Factory
	Fantastic Mr. Fox
	James and the Giant Peach
Dalgliesh, Alice	The Courage of Sarah Noble
Defoe, Daniel	Robinson Carusoe
Deitz, Pegi	The Whispering Cloth; a Refugee's Story
Dixon, Franklin	Hardy Boys
Edmonds, Walter D.	The Matchlock Gun
Enright, Elizabeth	Gone-Away-Lake
Estes, Eleanora	The Hundred Dresses
Farley, Walter	The Black Stallion
Fleischman, Sid	The Whipping Boy
Garfield, James B.	Follow My Leader
Garrigue, Sheila	Between Friends
Gilson, Jamie	Do Bananas Chew gum?
Goble, Paul	Iktomi and the Boulder: a Plains Indian's Story
Graff, Stewart	Hellen Keller
Grahame, Kenneth	Wind in the Willows
Henry, Marguerite	Brightly of the Grand Canyon
Hoff, Sid	Donny and the Dinosaur
Holling, Clancy	Minn of the Mississippi
	Seabird
Howe, Deborah and James	Bunnicula

Hurwitz, Johanna
Lasker, Joe
Lawson, Robert

Class President
The Tournament of Knights
Ben and Me

Rabbit Hill

L'Engle, Madeleine
Lewis, C.S.

A Wrinkle in Time
Chronicles of Narnia
The Lion, The Witch, and The Wardrobe

Lowry, Lois
MacLachlan, Patricia

Number the Stars
Sarah, Plain and Tall

Journey

Manes, Stephen
McArthur, Nancy
McCloskey, Robert

Be a Perfect Person in Three Days
The Planet That Ate Dirty Socks
Time of Wonder

Homer Price

Centerburg Tales

Mongo, F.M.
Naylor, Phyllis
North, Sterling
Oberman, Seldon
O'Dell, Scott

The Drinking Gourd
Shiloh
Rascal
The Always Prayer Shawl
The Island of the Blue Dolphins

The Black Pearl

Paterson, Katherine
Paulson, Gary
Porter, Connie
Rawls, Wilson
Richardson, Arleta
Robinson, Barbara
Seldon, George
Shyer, Marlene Forta
Skene, Patrick
Sobel, Donald J.
Speare, Elizabeth
Steptoe, John
Taha, Karen
Twain, Mark

Bridge to Terabithia
Hatchet
American Girl Series
Where the Red Fern Grows
A School of Her Own
The Best Christmas Pageant Ever
Cricket in Time Square
Welcome Home, Jellybean
Chocolate Touch
Encyclopedia Brown Sets the Pace
The Witch of Blackbird Pond
Mufaro's Beautiful Daughters
A Gift for Tia Rosa

Viorst, Judith
White E. B.

Huck Finn
Tom Sawyer
Alexander and the Terrible, Horrible, No Good
Charlotte's Web
Stuart Little

Wilder, Laura
e.g.,

Trumpet of the Swan
Ingall Stories
Farmer Boy
Little House on the Prairie

Wiley, Milissa

Williams, Margery

The Little House in the Highlands; The Martha
Years
Velveteen Rabbit

Place Value Through Hundred Millions

Millions			Thousands			Ones		
hundred millions	ten millions	millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones
6	2	8	5	3	4	7	8	2
Short Word Form				Word Form				
628 million, 534 thousand, 782				Six hundred twenty-eight million, five hundred thirty-four thousand, seven hundred eighty-two				
Standard Form				Expanded Form				
628,534,782				600,000,000 + 20,000,000 + 8,000,000 + 500,000 + 30,000 + 4,000 + 700 + 80 + 2				

Write each number in three other ways.

1. 450,870,235

2. $30,000,000 + 5,000,000 + 100,000 + 40,000 + 3,000 + 600 + 50$

3. 615 million, 475 thousand

Compare Numbers

Compare 41,784 and 41,362.

Ten thousands	Thousands	Hundreds	Tens	Ones
4	1	7	8	4
4	1	3	6	2

Start at the left.

Same number of ten thousands. $40,000 = 40,000$

Same number of thousands. $1,000 = 1,000$

Different numbers of hundreds. $700 > 300$

So, $41,784 > 41,362$.

Compare. Write $>$, $<$, or $=$ for each \bigcirc .

1. $689 \bigcirc 639$

2. $2,529 \bigcirc 2,578$

3. $3,983 \bigcirc 3,783$

4. $6,703 \bigcirc 6,703$

5. $2,089 \bigcirc 2,980$

6. $52,808 \bigcirc 52,088$

7. $14,781 \bigcirc 14,781$

8. $45,973 \bigcirc 45,973$

9. $310,365 \bigcirc 310,486$

10. $285,812 \bigcirc 285,901$

11. $976,405 \bigcirc 976,045$

12. $60,000 \bigcirc 600 \text{ thousands}$

13. $3 \text{ thousands} \bigcirc 3,000$

14. $100,000 \bigcirc 100 \text{ thousands}$

15. $4 \text{ ten thousands} \bigcirc 40,000$






16. $900,000 \bigcirc 9 \text{ thousands}$

17. $70 \text{ thousands} \bigcirc 7,000$

Make Change

An item costs \$2.79. You pay for it with 1 five-dollar bill. Using the fewest bills and coins, what should you receive in change? How much change should you receive?

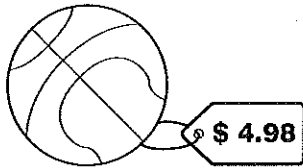
To make change, start with the cost. Then count up using the largest possible denominations to the amount given to you.

\$2.79					
Cost					
	\$2.80	\$2.90	\$3.00	\$4.00	\$5.00

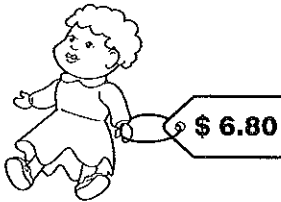
You should receive 1 penny, two dimes, and 2 one-dollar bills in change.
Count the bills and coins to find your change: \$2.21.

A \$10 bill was used to buy the items below.
List the coins and bills you would use to make change.

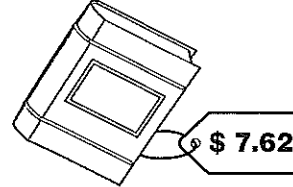
1.



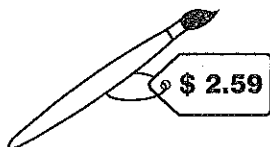
2.



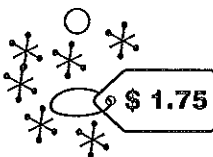
3.



4.



5.



6.



Round Numbers

Round 1,352 to the nearest thousand.

Step 1 When you round a number, circle the digit you want to round to. Look at the digit to the right of the circled digit.

1,352 $\textcircled{1}$,352
 \uparrow

Step 2 Follow the rounding rule: if the digit to the right of the circled digit is less than 5, do not change the circled digit. If it is 5 or greater, increase the circled digit by 1.

1,352 $\textcircled{1}$,352
 \uparrow

$3 < 5$, so the 1 is not changed.

Step 3 Change all of the digits to the right of the circled digit to zeros.

1,000

Solution: 1,352 rounded to the nearest thousand is 1,000.

Round each number to the place of the underlined digit.

1. 32,567

2. 200,001

3. 79

4. 750

5. 45,000

6. 879

7. 902

8. 3,251

9. 287

10. 372,183

11. 236

12. 85

13. 310,555

14. 345

15. 550

16. 1,249

17. 125,051

18. 3,789

19. 983,217

20. 325

Add Whole Numbers

Add 248 + 87.

Step 1 Add the ones.
Regroup if necessary.

H	T	O
	1	
2	4	8
+	8	7
		5

8 ones + 7 ones =
15 ones
15 ones = 1 ten, 5 ones

Step 2 Add the tens.
Regroup if necessary.

H	T	O
1	1	
2	4	8
+	8	7
	3	5

1 ten + 4 tens + 8 tens =
13 tens
13 tens = 1 hundred,
3 tens

Step 3 Add the hundreds.
Regroup if necessary.

H	T	O
1	1	
2	4	8
+	8	7
3	3	5

1 hundred +
2 hundreds = 3 hundreds

Find each sum.

1.
$$\begin{array}{r} 754 \\ +336 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 569 \\ +288 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 737 \\ +954 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 2,365 \\ + 988 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 3,763 \\ +1,688 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 635 \\ +458 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 2,085 \\ +2,673 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 1,978 \\ +7,567 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 3,575 \\ +4,903 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 6,328 \\ + 873 \\ \hline \end{array}$$

11. $532 + 328$

12. $1,268 + 4,193$

13. $2,358 + 5,476$

Subtract Whole Numbers

Find $3,126 - 479$.

Step 1. Subtract ones. Regroup a ten as 10 ones.

$$\begin{array}{r} 116 \\ 3,1\cancel{2}6 \\ - 479 \\ \hline 7 \end{array}$$

Step 2. Subtract tens. Regroup a hundred as 10 tens.

$$\begin{array}{r} 11 \\ 0\cancel{1}16 \\ 3,\cancel{1}2\cancel{6} \\ - 479 \\ \hline 47 \end{array}$$

Step 3. Subtract hundreds. Regroup a thousand as 10 hundreds.

$$\begin{array}{r} 1011 \\ 2\cancel{1}16 \\ \cancel{3},\cancel{1}2\cancel{6} \\ - 479 \\ \hline 647 \end{array}$$

Step 4. Subtract thousands.

$$\begin{array}{r} 1011 \\ 2\cancel{1}16 \\ \cancel{3},\cancel{1}2\cancel{6} \\ - 479 \\ \hline 2,647 \end{array}$$

$3,126 - 479 = 2,647$

Subtract. Use addition to check your answer.

1. $\begin{array}{r} 592 \\ -137 \\ \hline \end{array}$

2. $\begin{array}{r} 846 \\ -319 \\ \hline \end{array}$

3. $\begin{array}{r} 4,994 \\ - 564 \\ \hline \end{array}$

4. $\begin{array}{r} 7,133 \\ -5,636 \\ \hline \end{array}$

5. $\begin{array}{r} 9,826 \\ -7,737 \\ \hline \end{array}$

6. $\begin{array}{r} 796 \\ -625 \\ \hline \end{array}$

7. $\begin{array}{r} 385 \\ -128 \\ \hline \end{array}$

8. $\begin{array}{r} 3,542 \\ - 727 \\ \hline \end{array}$

9. $\begin{array}{r} 4,698 \\ -2,314 \\ \hline \end{array}$

10. $\begin{array}{r} 5,129 \\ -4,632 \\ \hline \end{array}$

11. $9,128 - 3,549$

12. $372 - 189$

13. $9,871 - 4,923$

Multiplication Properties and Division Rules

You can use the Properties of Multiplication to help you find products.

<p>Commutative Property</p> <p>When you change the order of the factors, the product stays the same.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> </div> <p style="text-align: center;">$4 \times 3 = 12$ $3 \times 4 = 12$</p>	<p>Property of One</p> <p>When you multiply any number by 1, the product is the other factor.</p> <div style="text-align: center;"> </div> <p style="text-align: center;">$1 \times 9 = 9$</p>	<p>Zero Property</p> <p>When you multiply any number by 0, the product is 0.</p> <div style="text-align: center;"> </div> <p style="text-align: center;">$0 \times 6 = 0$</p>	<p>Associative Property</p> <p>When you group factors in different ways, the product stays the same.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;"> $(3 \times 2) \times 3$ \downarrow $6 \times 3 = 18$ </div> <div style="text-align: center;"> $3 \times (2 \times 3)$ \downarrow $3 \times 6 = 18$ </div> </div>
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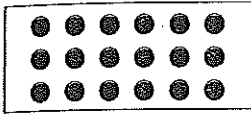
Use properties and rules to solve. If there is no solution, explain why.

- | | | |
|--|--|--------------------------------------|
| 1. $1 \times 43 = \square$ | 2. $4 \div 0 = \square$ | 3. $4 \div 4 = \square$ |
| _____ | _____ | _____ |
| 4. $\square \times 12 = 0$ | 5. $\square \div 5 = 0$ | 6. $9 \times \square = 9$ |
| _____ | _____ | _____ |
| 7. $5 \times 3 = 3 \times \square$ | 8. $28 \div \square = 28$ | 9. $4 \times (4 \times 0) = \square$ |
| _____ | _____ | _____ |
| 10. $5 \times (4 \times 3) = \square \times 3$ | 11. $9 \times (2 \times \square) = 2 \times 9$ | |
| _____ | _____ | |

Relate Multiplication and Division

Find $18 \div 6$.

Can you think how many groups of 6 are in 18?



$3 \times 6 = 18 \rightarrow 18 \div 6 = 3$

There are 3 groups of 6 in 18.

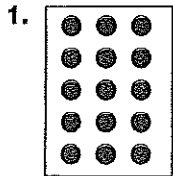
So, $18 \div 6 = 3$.

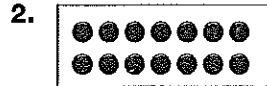
The multiplication and division equations that can be written using the numbers 3, 6, and 18 form a **fact family**.

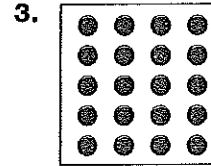
$6 \times 3 = 18$ $18 \div 6 = 3$

$3 \times 6 = 18$ $18 \div 3 = 6$

Write the fact family for each array or set of numbers.







4. 5, 7, 35

5. 3, 7, 21

6. 7, 8, 56

Division With Remainders

Find $13 \div 4$.

Step 1 Think of multiplication facts that have products close to 13.

Quotient	↓	×	1	2	3	4	5
Divisor	→	1	2	3	4	5	
		1	2	3	4	5	
		2	4	6	8	10	
		3	6	9	12	15	
		4	8	12	16	20	
		5	10	15	20	25	

16 is too many.
Try 3 as the quotient.

Step 2 Find the quotient.

$$\begin{array}{r} 3 \\ 4 \overline{)13} \\ - 12 \\ \hline 1 \end{array}$$

← multiply 3×4
← subtract $13 - 12$

There is 1 left over.

Step 3 Show the remainder.

$$\begin{array}{r} 3R1 \\ 4 \overline{)13} \\ - 12 \\ \hline 1 \end{array}$$

← remainder

Divide.

1. $3 \overline{)22}$

2. $4 \overline{)21}$

3. $7 \overline{)30}$

4. $2 \overline{)19}$

5. $8 \overline{)30}$

6. $2 \overline{)15}$

7. $9 \overline{)37}$

8. $3 \overline{)17}$

9. $8 \overline{)59}$

10. $5 \overline{)47}$

11. $38 \div 5$

12. $6 \div 5$

13. $25 \div 3$

14. $75 \div 9$

15. $29 \div 5$

16. $55 \div 6$

17. $64 \div 9$

18. $44 \div 6$

19. $17 \div 9$

20. $39 \div 7$

Order of Operations

Find $48 \div (3 \times 4) + 2$.

Step 1

Do the operations in parentheses first.

$$48 \div (3 \times 4) + 2$$

Think: $3 \times 4 = 12$

$$48 \div 12 + 2$$

Step 2

Multiply and divide from left to right.

$$48 \div 12 + 2$$

Think: $48 \div 12 = 4$

$$4 + 2$$

Step 3

Add and subtract from left to right.

$$4 + 2 = 6$$

Simplify. Follow the order of operations.

1. $(3 + 6) \times 8$

2. $24 \div (2 \times 2)$

3. $(3 \times 9) - 8$

4. $12 \times 3 + (8 - 4)$

5. $(4 + 8) \div 3$

6. $15 \div (5 \times 3)$

7. $4 \times 3 + 12$

8. $3 \times 9 + 2 \times 6$

9. $5 \times (49 \div 7)$

10. $(5 \times 3) + 8$

11. $14 \div 2 - 8 \div 4$

12. $(36 \div 6) + 9$

13. $7 \times 4 \div (2 + 5)$

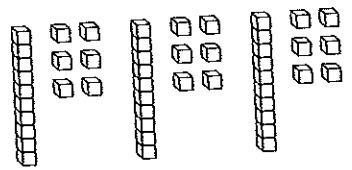
14. $8 \times (15 - 6)$

15. $3 + 5 - (6 + 1)$

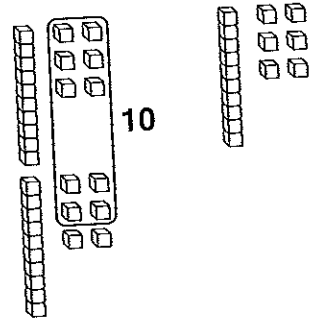
Model Multiplication by One-Digit Numbers

Find 3×16 .

Step 1 Show 3 groups of 16 with base-ten blocks.



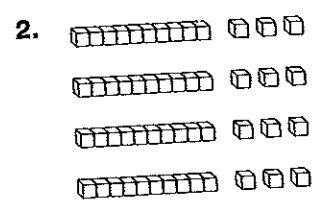
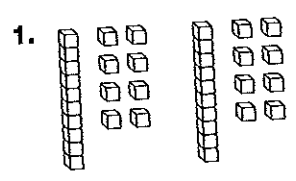
Step 2 If the number of ones blocks is 10 or more, combine ones to make more tens.



Step 3 Write the complete multiplication sentence.

$3 \times 16 = 48$

Tell what multiplication sentence is shown by the blocks.



Use base-ten blocks to find each product.

3. 2×26 _____

4. 3×26 _____

5. 3×18 _____

6. 4×23 _____

7. 3×23 _____

8. 5×13 _____

9. 2×35 _____

10. 3×24 _____

11. 4×14 _____

Name _____

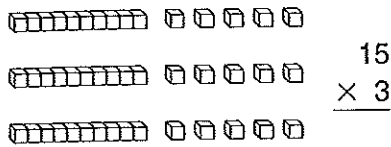
Date _____

Reteach
6.4

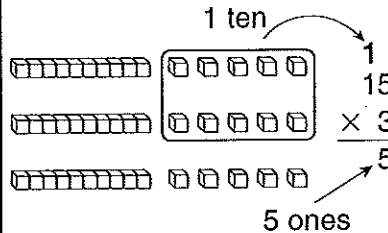
Multiply Two-Digit Numbers by One-Digit Numbers

Find 3×15 .

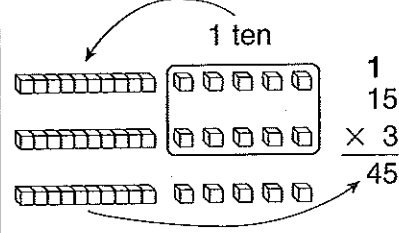
Step 1 Picture three groups of 15.



Step 2 Multiply the ones. Regroup 15 ones as 1 ten and 5 ones.

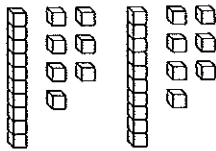


Step 3 Multiply the tens. $3 \text{ tens} \times 1 \text{ ten} = 3 \text{ tens}$. Add the regrouped ten. $3 \text{ tens} + 1 \text{ ten} = 4 \text{ tens}$

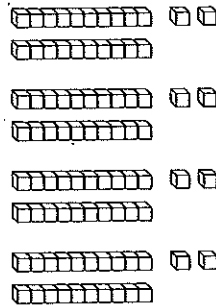


Find each product.

1. 2×17 _____



2. 4×22 _____



Estimate. Then multiply.

3. $\begin{array}{r} 32 \\ \times 3 \\ \hline \end{array}$

4. $\begin{array}{r} 24 \\ \times 4 \\ \hline \end{array}$

5. $\begin{array}{r} 34 \\ \times 3 \\ \hline \end{array}$

6. $\begin{array}{r} 16 \\ \times 6 \\ \hline \end{array}$

7. $\begin{array}{r} 12 \\ \times 4 \\ \hline \end{array}$

8. $\begin{array}{r} 45 \\ \times 2 \\ \hline \end{array}$

9. 34×5 _____

10. 21×6 _____

11. 48×2 _____

Name _____ Date _____

Multiply Three-Digit Numbers by One-Digit Numbers

Find 2×248 .

Step 1 Estimate.

$$2 \times 248 \approx 2 \times 200 = 400$$

Step 2 Multiply the ones.

$$\begin{array}{r} 1 \\ 248 \\ \times 2 \\ \hline 6 \end{array}$$

2×8 ones = 16 ones
Record the 6 in the ones place.
Write the 1 above the tens place.

100s	10s	1s
	1	
2	4	8
×		2
		6

Step 3 Multiply the tens.

$$\begin{array}{r} 1 \\ 248 \\ \times 2 \\ \hline 96 \end{array}$$

2×4 tens = 8 tens
 8 tens + 1 ten = 9 tens
Record the 9 in the tens place.

100s	10s	1s
	1	
2	4	8
×		2
	9	6

Step 4 Multiply the hundreds.

$$\begin{array}{r} 1 \\ 248 \\ \times 2 \\ \hline 496 \end{array}$$

2×2 hundreds = 4 hundreds
Record the 4 in the hundreds place.

100s	10s	1s
	1	
2	4	8
×		2
4	9	6

Estimate. Then multiply.

1. 315
 $\times 2$

2. 226
 $\times 3$

3. $\$1.98$
 $\times 4$

4. 327
 $\times 3$

5. 659
 $\times 2$

6. $627 \times 3 =$ _____

7. $432 \times 4 =$ _____

8. $\$4.75 \times 5 =$ _____

9. $863 \times 2 =$ _____

10. $158 \times 4 =$ _____

11. $286 \times 6 =$ _____

Multiply 2 Two-Digit Numbers

Find 16×13 .

Step 1 Multiply the first factor by the ones digit of the second factor.

$$\begin{array}{r} 4 \\ 16 \\ \times 13 \\ \hline 48 \end{array} \quad 3 \times 16 = 48$$

Step 2 Multiply the first factor by the tens digit of the second factor. Use a zero to show that you are multiplying by tens.

$$\begin{array}{r} 4 \\ 16 \\ \times 13 \\ \hline 48 \\ 160 \end{array} \quad 10 \times 16 = 160$$

Step 3 Add the products.

$$\begin{array}{r} 4 \\ 16 \\ \times 13 \\ \hline 48 \\ + 160 \\ \hline 208 \end{array}$$

Solution: $16 \times 13 = 208$

Multiply.

1. $\begin{array}{r} 33 \\ \times 13 \\ \hline \end{array}$

2. $\begin{array}{r} 81 \\ \times 24 \\ \hline \end{array}$

3. $\begin{array}{r} 39 \\ \times 12 \\ \hline \end{array}$

4. $\begin{array}{r} 19 \\ \times 13 \\ \hline \end{array}$

5. $\begin{array}{r} 17 \\ \times 29 \\ \hline \end{array}$

6. $\begin{array}{r} 34 \\ \times 61 \\ \hline \end{array}$

7. $\begin{array}{r} 67 \\ \times 13 \\ \hline \end{array}$

8. $\begin{array}{r} 35 \\ \times 26 \\ \hline \end{array}$

Use the Associative Property to multiply.

9. $33 \times 30 = 33 \times (\underline{\quad} \times 10)$
 $= (\underline{\quad} \times 3) \times \underline{\quad}$
 $= \underline{\quad} \times \underline{\quad}$
 $= \underline{\quad}$

10. $44 \times 20 = \underline{\quad} \times (\underline{\quad} \times 10)$
 $= (\underline{\quad} \times \underline{\quad}) \times \underline{\quad}$
 $= \underline{\quad} \times \underline{\quad}$
 $= \underline{\quad}$

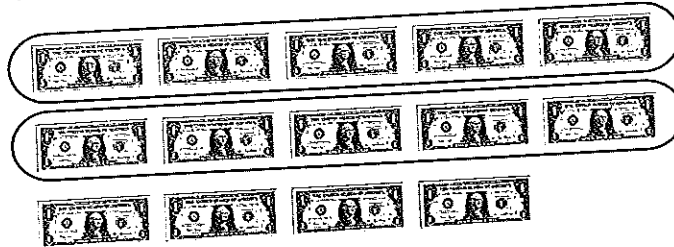
Name _____ Date _____

Model Division

Use models to understand division.

Use money to find $14 \div 5$.

Place 14 one-dollar bills in groups of 5.



Look at the picture.

It shows how to make as many groups of 5 as possible.

Ask yourself how many groups of 5 are there? You should count 2

Look at the one-dollar bills left over. Count them.

How many one-dollar bills are left over? 4

$$14 \div 5 = 2 R4$$

Divide 13 into groups with 3 in each group.
Use the counter below for items 1-3.



1. Circle as many groups of 3 counters as you can.

How many groups of 3 are there? _____

2. How many are left over? _____

3. What is the quotient? _____

4. Draw a picture to show 10 divided equally into 2 groups.

5. How many are in each equal group? _____

6. How many are left over? _____

7. What is the quotient? _____

Divide With Remainders

Divide $25 \div 2$.

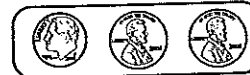
You can use dimes and pennies to show 25 cents.



Divide the money into 2 equal groups. Put 1 dime in each group.



Put two pennies in each group. There is one penny left over.



Count the dimes and pennies in one group. This is the quotient. The penny left over is the remainder.

$$\begin{array}{r} 12 \text{ R}1 \\ \text{So, } 2 \overline{)25} \quad \text{or } 25 \div 2 = 12 \text{ R}1 \\ \underline{-20} \\ 05 \\ \underline{-4} \\ 1 \end{array}$$

Divide. Tell if there is a remainder.

1. $3 \overline{)94}$

2. $8 \overline{)88}$

3. $2 \overline{)69}$

4. $57 \div 5$ _____

5. $46 \div 2$ _____

6. $66 \div 3$ _____

7. $23 \div 3$ _____

8. $85 \div 5$ _____

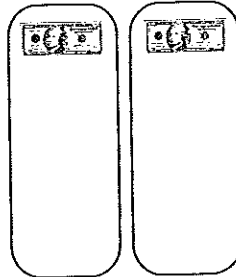
9. $47 \div 4$ _____

Regroup In Division

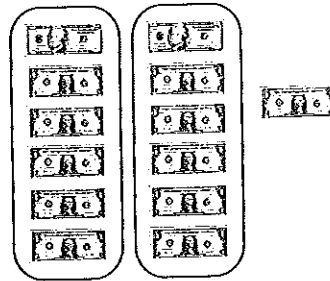
Divide $31 \div 2$. You can use play money to solve the problem. Show 31 using ten-dollar bills and one-dollar bills.



Divide the money into 2 equal groups. Start by moving the ten-dollar bills. You can make 2 groups.



Exchange the remaining ten-dollar bill for 10 one-dollar bills. Place the one-dollar bills into the 2 equal groups with the ten-dollar bill. You will place 5 one-dollar bills in each group with 1 one-dollar bill left over.



Count the money in one of the groups. This is the quotient. The one-dollar bill left over is the remainder.

$$\begin{array}{r} 15R1 \\ 2 \overline{)31} \\ \underline{-2} \\ 11 \\ \underline{-10} \\ 1 \end{array} \quad \text{or } 31 \div 2 = 15R1$$

Divide. Check your answers.

1. $4 \overline{)44}$

2. $6 \overline{)85}$

3. $2 \overline{)36}$

4. $5 \overline{)67}$

5. $73 \div 6$ _____

6. $88 \div 8$ _____

7. $86 \div 6$ _____

8. $48 \div 3$ _____

9. $53 \div 4$ _____

10. $87 \div 6$ _____

Name _____ Date _____

Review
9.1

Three-Digit Quotients

Find $635 \div 4$.

Divide the hundreds.

$$\begin{array}{r} 1 \\ 4 \overline{)635} \\ \underline{-4} \downarrow \\ 23 \end{array}$$
 Find $6 \div 4$.
 Find 1×4 .
 Find $6 - 4$.
 Compare 2 and 4.
 Bring down 3.

Divide the tens.

$$\begin{array}{r} 15 \\ 4 \overline{)635} \\ \underline{-4} \\ 23 \end{array}$$
 Find $23 \div 4$.
 Find 5×4 .
 Find $23 - 20$.
 Compare 3
 and 4.
 Bring down 5.

Divide the ones.

$$\begin{array}{r} 158 \text{ R}3 \\ 4 \overline{)635} \\ \underline{-4} \\ 23 \\ \underline{-20} \\ 35 \\ \underline{-32} \\ 3 \end{array}$$
 Find $35 \div 4$.
 Find 8×4 .
 Find $35 - 32$.
 Compare 3
 and 4.
 Remainder
 is 3.

Divide. Check your answers.

1. $3 \overline{)363}$

2. $4 \overline{)628}$

3. $2 \overline{)327}$

4. $3 \overline{)470}$

5. $3 \overline{)427}$

6. $5 \overline{)674}$

7. $2 \overline{)329}$

8. $5 \overline{)578}$

9. $3 \overline{)459}$

10. $2 \overline{)535}$

11. $5 \overline{)649}$

12. $3 \overline{)814}$

13. $2 \overline{)434}$

14. $4 \overline{)535}$

15. $5 \overline{)686}$

16. $6 \overline{)802}$

Name _____ Date _____

Divide Money

Find $\$6.95 \div 5$.

Divide the dollars.

$$\begin{array}{r} 1 \\ 5 \overline{) \$6.95} \\ \underline{-5} \\ 1 \end{array}$$

Divide the dimes.

$$\begin{array}{r} 13 \\ 5 \overline{) \$6.95} \\ \underline{-5} \downarrow \\ 19 \\ \underline{-15} \\ 4 \end{array}$$

Divide the pennies.

$$\begin{array}{r} \$1.39 \\ 5 \overline{) \$6.95} \\ \underline{-5} \downarrow \\ 19 \\ \underline{-15} \downarrow \\ 45 \\ \underline{-45} \\ 0 \end{array}$$

Place the dollar sign and the decimal point in the quotient.

Estimate. Then divide.

1. $3 \overline{) \$6.42}$

2. $2 \overline{) \$5.32}$

3. $5 \overline{) \$3.80}$

4. $3 \overline{) \$8.34}$

5. $4 \overline{) \$5.40}$

6. $7 \overline{) \$9.73}$

7. $2 \overline{) \$5.38}$

8. $6 \overline{) \$7.68}$

9. $3 \overline{) \$1.32}$

10. $2 \overline{) \$6.58}$

11. $5 \overline{) \$85}$

12. $4 \overline{) \$6.12}$

13. $2 \overline{) \$0.98}$

14. $3 \overline{) \$1.65}$

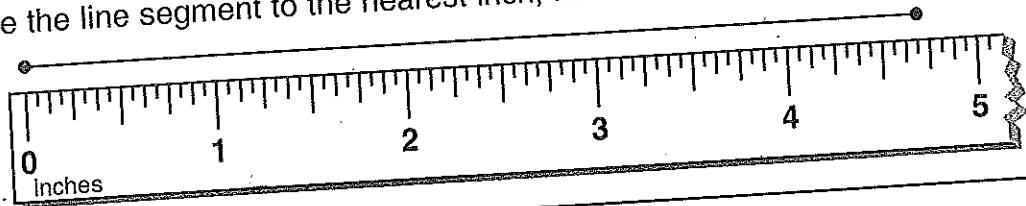
15. $4 \overline{) \$0.56}$

16. $5 \overline{) \$9.85}$

Name _____ Date _____

Explore Customary Units of Length

Measure the line segment to the nearest inch, half inch, and quarter inch.



Nearest inch:

Think: Which inch mark is the end of the line segment closest to?

The end is closest to the 5 inch mark.

Nearest half inch:

Think: Which half inch mark is the end of the line segment closest to?

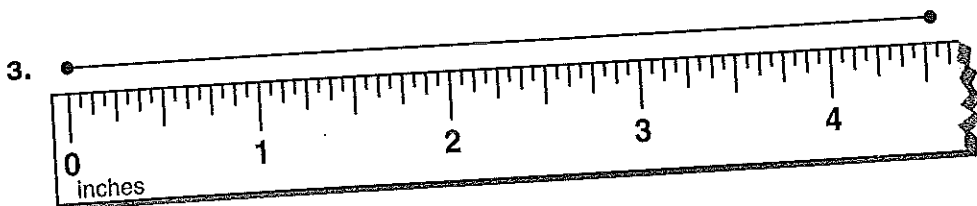
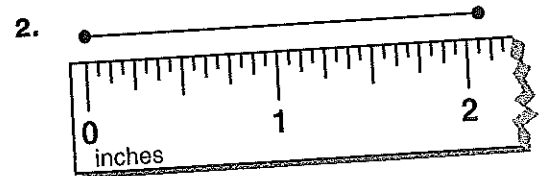
The end is closest to the $4\frac{1}{2}$ inch mark.

Nearest quarter inch:

Think: Which quarter inch mark is the end of the line segment closest to?

The end is closest to the $4\frac{3}{4}$ inch mark.

Estimate the length of each line segment to the nearest inch. Then measure to the nearest inch, half inch, and quarter inch.



Inch, Foot, Yard, Mile

You can use tables to help you convert customary units of measure.

To convert a larger unit to a smaller unit, you multiply.

To convert a smaller unit to a larger unit, you divide.

Inches	Feet	Yards
12	1	
24	2	
36	3	1
48	4	
60	5	
72	6	2

Feet	Yards	Miles
5,280	1,760	1
10,560	3,520	2
15,840	5,280	3

Find each missing number.

1. 48 in. = _____ ft

2. 3 mi = _____ yd

3. 5 ft = _____ in.

4. 1 ft = _____ in.

5. 1,760 yd = _____ mi

6. 2 yd = _____ ft

7. 6 ft = _____ yd

8. 24 in. = _____ ft

9. 3 ft = _____ in.

10. 3 ft = _____ yd

11. 1 yd = _____ in.

12. 15,840 ft = _____ mi

13. 5,280 ft = _____ mi

14. 2 mi = _____ yd

15. 72 in. = _____ yd