Division, remainders and missing values

Learn and practise | Free preview

A sample from this topic. The complete topic collection contains three different resources and worked solutions.

Show your thinking using words, working or a labelled drawing. Use the explanations and example first.

What you will practise

• Division, remainders and missing values

• Explain and check an answer with an appropriate representation.

Useful starting skills: Use objects, drawings or a number line to explain a simple idea.

Multiplication and division are inverses. Use related facts to divide larger numbers and to find missing factors or divisors in equations.

Interpret a remainder in its context. It may be left over, divided into fractional parts, or require an extra container. A correct numerical division still needs a sensible answer to the actual question.

Worked example

Twenty-nine students need cars with 4 student seats each. How many cars?

29÷4=7 remainder 1. Seven cars seat only 28 students.

Use an eighth car for the remaining student.

Answer: 8 cars

Try it yourself

Name: _____ Date: _____

1. Calculate 156÷6. Show how the multiplication fact checks it.

2. Calculate 347÷8. Give a quotient and remainder.

Answers and explanations

Check the method as well as the final answer. An alternative correct method is also valid.

1. 26

Partition 156 into 120+36; divide each by 6 to get 20+6. Check 26×6=156.

2. 43 remainder 3

8×43=344 and 347-344=3. The remainder is less than 8.

Curriculum reference: VC2M5N07; VC2M5A01; VC2M5A02

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