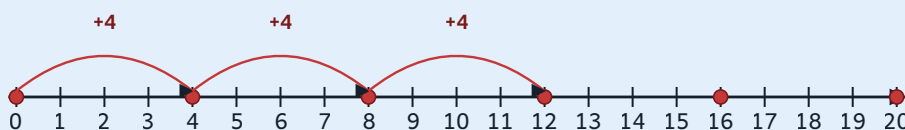


Dividing by single-digit divisors with remainders

MODULE 2 · OPERATIONS AND COMPUTATIONAL FLUENCY NUMBER

Short division ('bus stop') shares from the **left**, carrying any leftover to the next digit. A leftover at the end is the **remainder**.



→ $853 \div 4 = 213 \text{ r } 1$.

→ Decide what the remainder means: round up if you need whole buses.

WORK OUT $379 \div 4$

- ① $3 \div 4 = 0 \text{ r } 3$; carry 3 to make 37.
- ② $37 \div 4 = 9 \text{ r } 1$; carry 1 to make 19.
- ③ $19 \div 4 = 4 \text{ r } 3 \rightarrow \mathbf{94 \text{ remainder } 3}$.
- ④ Decide what the remainder means in the question (round up for full items).

WARM-UP

- a. $441 \div 9 =$ b. $30 \div 2 =$ c. $184 \div 4 =$ d. $128 \div 4 =$

PRACTICE

- ① 5th class sold **740** raffle tickets for the Christmas hamper. The tickets were shared equally across **4** stalls at the school fair. How many tickets did each stall sell?
- ② The corner shop on the way home from school orders **516** lollipops for the summer. The shopkeeper packs them equally into **4** large jars on the counter. How many lollipops go into each jar?

CHALLENGE

- ① The 5th class fundraiser raised **€3411.20** for new sports gear over the school year. The money is shared equally between **4** classes to spend. How much does each class get?

$3411.2 \div 4 = ?$

- ② Four cousins club together to buy their grandad a birthday present that costs **€2747.60**. They split the cost equally between them. How much does each cousin pay?

$2747.6 \div 4 = ?$