LESSON MAKER PRO

Remainder Rangers

Turn every remainder into a fraction.

GRADE 4 · MA.4.NSO.2.4

MA.4.NSO.2.4 "Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor."

NAME _____ DATE _____

REMAINDERS AS PARTS

Divide as usual. If a remainder is left, write the remainder as a fraction with the remainder on top and the divisor on the bottom, then place it after the whole-number quotient.

WORKED EXAMPLE

1,529 ÷ 3

1. 15 ÷ 3 = 5, remainder 0.
2. Bring down 2: 2 ÷ 3 = 0, remainder 2.
3. Bring down 9: 29 ÷ 3 = 9, remainder 2.
4. Write the remainder as 2/3: 509 2/3.

Answer: 509 2/3

PRACTICE 6 problems

1 735 ÷ 4 = ___

ANSWER _____

2 1,946 ÷ 5 = ___

ANSWER _____

3 864 ÷ 7 = ___

ANSWER _____

4 3,219 ÷ 8 = ___

ANSWER _____

5 1,005 ÷ 6 = ___

ANSWER _____

6 2,476 ÷ 9 = ___

ANSWER _____

APPLY IT Show your work

1 At robotics camp, 1,743 centimeters of wire are cut into 6 equal lengths for robot teams. How many centimeters long is each length?

WORK SPACE

ANSWER _____

2 A student club records 3,506 seconds of video and splits it into 9 equal clips for a game review. How long is each clip?

WORK SPACE

ANSWER _____

CHALLENGE One step up

Divide 3,009 by 7. Write the answer with a fractional remainder. In one sentence, explain why the denominator is 7.

WORK SPACE AND ANSWER

ANSWER KEY # Remainder Rangers

GRADE 4 · MA.4.NSO.2.4

PART 1 · PRACTICE

#	PROBLEM	ANSWER
1	735 ÷ 4 = ___	**183 3/4**
2	1,946 ÷ 5 = ___	**389 1/5**
3	864 ÷ 7 = ___	**123 3/7**
4	3,219 ÷ 8 = ___	**402 3/8**
5	1,005 ÷ 6 = ___	**167 3/6**
6	2,476 ÷ 9 = ___	**275 1/9**

PART 2 · APPLY IT

1. **290 3/6 centimeters** Compute 1,743 ÷ 6 = 290 remainder 3. Write the remainder as 3/6 because the wire is divided into 6 equal lengths.
2. **389 5/9 seconds** Compute 3,506 ÷ 9 = 389 remainder 5. Write the remainder as 5/9 of a second.

CHALLENGE

429 6/7. The denominator is 7 because the remainder is part of one group of 7.

Accept equivalent simplified fractions, such as 3/6 = 1/2, when paired with the correct whole-number quotient. The fractional remainder should use the original divisor as its denominator unless the student writes an equivalent simplified fraction.