Lesson 8.1  Mental Division

Think of the multiplication facts for 6, 7, 8, and 9. Then fill in the missing numbers.

1. \[ \underline{\phantom{0}} \times 6 = 48 \] \[ 48 \div 6 = \underline{\phantom{0}} \]

2. \[ \underline{\phantom{0}} \times 8 = 72 \] \[ 72 \div 8 = \underline{\phantom{0}} \]

3. \[ \underline{\phantom{0}} \times 7 = 56 \] \[ 56 \div 7 = \underline{\phantom{0}} \]

4. \[ \underline{\phantom{0}} \times 9 = 54 \] \[ 54 \div 9 = \underline{\phantom{0}} \]

5. \[ \underline{\phantom{0}} \times 7 = 49 \] \[ 49 \div 7 = \underline{\phantom{0}} \]

6. \[ \underline{\phantom{0}} \times 6 = 54 \] \[ 54 \div 6 = \underline{\phantom{0}} \]

7. \[ \underline{\phantom{0}} \times 8 = 64 \] \[ 64 \div 8 = \underline{\phantom{0}} \]

8. \[ \underline{\phantom{0}} \times 7 = 63 \] \[ 63 \div 7 = \underline{\phantom{0}} \]

9. \[ \underline{\phantom{0}} \times 6 = 42 \] \[ 42 \div 6 = \underline{\phantom{0}} \]

10. \[ \underline{\phantom{0}} \times 9 = 81 \] \[ 81 \div 9 = \underline{\phantom{0}} \]
Fill in the blanks.

11. \(360 \div 9 = \underline{\quad} \text{ tens} \div 9\)
   
   \[= \underline{\quad} \text{ tens}\]
   
   \[= \underline{\quad}\]

12. \(800 \div 4 = \underline{\quad} \text{ hundreds} \div 4\)
   
   \[= \underline{\quad} \text{ hundreds}\]
   
   \[= \underline{\quad}\]

Divide. Use related multiplication facts and patterns to help you.

13. \(48 \div 8 = \underline{\quad}\)

14. \(480 \div 8 = \underline{\quad}\)

15. \(21 \div 7 = \underline{\quad}\)

16. \(210 \div 7 = \underline{\quad}\)

17. \(36 \div 9 = \underline{\quad}\)

18. \(360 \div 9 = \underline{\quad}\)

19. \(240 \div 6 = \underline{\quad}\)

20. \(420 \div 7 = \underline{\quad}\)

21. \(350 \div 5 = \underline{\quad}\)

22. \(720 \div 9 = \underline{\quad}\)

23. \(810 \div 9 = \underline{\quad}\)

24. \(640 \div 8 = \underline{\quad}\)
Lesson 8.2  Quotient and Remainder

Circle equal groups and find the remainder. Then fill in the missing numbers.

1.  

4 children share 23 stickers equally.

23 ones $\div 4 = \square \text{ R } \square$

Quotient = $\square$ ones

Remainder = $\square$ ones

Each child has ________ stickers.

There are ________ stickers left over.

2.  

6 friends share 26 slices of pizza equally.

26 ones $\div 6 = \square \text{ R } \square$

Quotient = $\square$ ones

Remainder = $\square$ ones

Each friend has ________ pizza slices.

There are ________ pizza slices left over.
Find the missing numbers.

3. $39 \div 8 = \underline{\hspace{2cm}} \quad R \quad \underline{\hspace{2cm}}$

4. $35 \div 4 = \underline{\hspace{2cm}} \quad R \quad \underline{\hspace{2cm}}$

5. $59 \div 9 = \underline{\hspace{2cm}} \quad R \quad \underline{\hspace{2cm}}$

6. $60 \div 7 = \underline{\hspace{2cm}} \quad R \quad \underline{\hspace{2cm}}$

7. $68 \div 8 = \underline{\hspace{2cm}} \quad R \quad \underline{\hspace{2cm}}$

8. $70 \div 9 = \underline{\hspace{2cm}} \quad R \quad \underline{\hspace{2cm}}$

9. $63 \div 6 = \underline{\hspace{2cm}} \quad R \quad \underline{\hspace{2cm}}$

10. $42 \div 5 = \underline{\hspace{2cm}} \quad R \quad \underline{\hspace{2cm}}$

11. $28 \div 3 = \underline{\hspace{2cm}} \quad R \quad \underline{\hspace{2cm}}$

12. $53 \div 7 = \underline{\hspace{2cm}} \quad R \quad \underline{\hspace{2cm}}
Lesson 8.3  Odd and Even Numbers
Fill in the missing numbers. Use each digit only once in each number.

1. Kerri uses the digits 7, 5, 4, and 8.
   Help Kerri write down all possible
   a. 4-digit odd numbers
   b. 4-digit even numbers

<table>
<thead>
<tr>
<th>Odd Numbers</th>
<th>Even Numbers</th>
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2. Megan uses the digits 6, 3, 0, and 7.
   Help Megan form the:
   a. greatest 4-digit odd number.
   b. greatest 4-digit even number.
   c. smallest 4-digit odd number.
   d. smallest 4-digit even number.

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3. Talia uses the digits 5, 9, 0, 4, and 8. Help Talia form the:

- a. greatest 2-digit odd number.

- b. smallest 2-digit even number.

- c. greatest 3-digit odd number.

- d. greatest 3-digit even number.

- e. smallest 3-digit odd number.

- f. smallest 3-digit even number.

- g. greatest 4-digit even number.

- h. smallest 4-digit odd number.
Lesson 8.4  Division Without Remainder and Regrouping

Divide. Then solve.

1. \[4 \div 84\]

2. \[3 \div 36\]

3. \[2 \div 68\]

4. \[3 \div 99\]

5. \[4 \div 88\]

6. \[7 \div 70\]

7. \[3 \div 96\]

8. \[5 \div 55\]

9. \[2 \div 86\]

10. \[3 \div 69\]

11. \[2 \div 82\]

12. \[3 \div 60\]

Which animal can carry its home on its back?

(11)  (10)  (21)  (32)  (12)  (43)  (33)  (34)
13. Renee bakes 63 snacks. She puts them equally into 3 jars. How many snacks are there in each jar?

14. Calvin arranges 80 chairs into 8 equal rows. How many chairs are there in each row?
Lesson 8.5  Division with Regrouping in Tens and Ones
Divide. Use base-ten blocks to help you.

1. \[
2 \overline{68}
\]
2. \[
3 \overline{87}
\]
3. \[
4 \overline{68}
\]
4. \[
2 \overline{84}
\]
5. \[
8 \overline{96}
\]
6. \[
7 \overline{91}
\]
7. \[
7 \overline{84}
\]
8. \[
5 \overline{95}
\]
9. \[
4 \overline{72}
\]
10. \[
6 \overline{96}
\]
11. \[
4 \overline{96}
\]
12. \[
2 \overline{58}
\]

Give one reason why some people do not put an ad in the newspaper when they lose their dog.

Match the letters to the quotients below to find out.

\[
\begin{array}{ccccccc}
(12) & (17) & (24) & (18) & (34) & (29) & (19) & (42) \\
(16) & (13) & (29) & (12)
\end{array}
\]
Solve. Show your work.

13. A grocer sells 72 plums in 3 days. He sells the same number of plums everyday. How many plums does the grocer sell in a day?

14. Mr. Tee arranges 64 chairs equally into 4 circles. How many chairs are there in each circle?
1. Sharon is thinking of a number. It is an even number between 300 and 400. It is divisible by 5 and also by 9. What number is Sharon thinking of?

301, 302, 303, ……., 395, 396, 397, 398, 399
2. Granny has some stickers.  
If she gives 6 stickers to each of her grandchildren,  
she will have 5 stickers left.  
If she gives 7 stickers to each of her grandchildren,  
she will need 2 more stickers.  

a. How many stickers does Granny have?  

b. How many grandchildren does Granny have?  

Find the missing numbers.  

3. I am a 2-digit odd number.  
I am between 50 and 100.  
The difference between my digits is 3.  
I do not leave a remainder when divided by 7.  

I am ___________.  

4. I am a 2-digit odd number.  
I am less than 50.  
The sum of my digits is 9.  
I do not leave a remainder when divided by 5.  

I am ___________.  

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