

Name _____

Date _____

Grade 5, Unit 4: Division
Study Guide

Dear Parents,

Listed below are the skills that the students will be responsible for in Unit 4. Remember, Part B skills are not expected to be mastered. There will be other opportunities for reinforcement and is not a part of your child's unit assessment grade. Students are expected to demonstrate understanding of the Part A skills and these are the basis of the unit assessment grade. As always, basic fact review is important.

*The following will help you to prepare for your unit assessment.

*As you work through this study guide, please write any questions down that you have and we will go over them the week of the test.

Part A Skills

Outcome	Example	Practice Opportunities				
Identify mathematical concepts in relationship to other disciplines.	Use the map scale to estimate and determine the distance between 2 cities.	Journal p. 103 SRB: p. 111, 211-212				
Divide a whole number dividend with no more than 4 digits by a whole number divisor with no more than 2 digits without using a calculator.	Solve these problems mentally. Show your work. 147 / 7 = _____ 8 * ____ = 273	Journal p. 99, 101, 106-107 SRB: p. 22-24 Games: • Division Dash SRB p. 303				
Multiply whole numbers.	Solve a multiplication problem and check your answer.	SRB: p. 19-20 Games: • Baseball Multiplication SRB p. 298 • Multiplication Wrestling SRB p. 324 • Multiplication Top-It SRB p. 334				
Determine the approximate product of decimals.	Make a magnitude estimate for the following problem. Circle the appropriate box. 43.7 ÷ 3 <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px 10px;">0.1s</td> <td style="padding: 2px 10px;">1s</td> <td style="padding: 2px 10px;">10s</td> <td style="padding: 2px 10px;">100s</td> </tr> </table>	0.1s	1s	10s	100s	Journal p. 109, 115 SRB: p. 42-44, 250
0.1s	1s	10s	100s			
Determine the value of algebraic expressions with one unknown and one operation (+, -, ×, ÷ with no remainders) and the number for the unknown is no more than 9.	Find the value of w. 63 ÷ w Use the value of w to solve this number sentence. 24 * w = _____	Journal p. 102(4), 108(4), 110(5), 114(4), 117(5) SRB: p. 216-217 Games: • First to 100 SRB p. 308				

Represent relationships using appropriate relational symbols (<, >, =) and one operational symbol (+, -, ×, ÷ with no remainders) on either side.	Division story problem. Create a number sentence to solve the division story problem. Find the solution .	Journal p. 102(2), 105(5), 108(2), 111-112, 114(2) SRB: p. 219, 226-227, 243-245, 246
Divide decimals by whole numbers.	Solve a division problem. $\$250 \div 4 =$	Journal p. 99, 101, 106-107 SRB: p. 22-24 Games: • Division Dash SRB p. 303
Divide a whole number dividend with no more than 4 digits by a whole number divisor with no more than 2 digits.	Solve a division problem. $156 \div 3 =$	Journal p. 99, 101, 106-107 SRB: p. 22-24 Games: • Division Dash SRB p. 303
Find the unknown in an equation with one operation (+, -, ×, ÷ with no remainders).	What is the value for y in the equation $75 \div y = 15$? Identify an equation that could be used to find a missing value . Find the missing number in a division problem. (The missing number could be the quotient, divisor, or dividend.)	SRB: p. 216-221
Determine the mean of a given data set or data display with no more than 8 pieces of data.	<i>The mean is the sum of a set of numbers divided by the number of numbers in the set.</i> <i>The mean is often referred to simply as the average.</i>	Journal p. 120(6) SRB: p. 121 Games:
Represent unknown quantities with one unknown and one operation (+, -, ×, ÷ with no remainders) using whole numbers to 100 or money to \$100.	<i>An algebraic expression is an expression that contains a variable. For example, if Maria is 2 inches taller than Joe, and if the variable is M represents Maria's height, then the algebraic expression $M - 2$ represents Joe's height.</i>	SRB: p. 218, 227 Games: • Name That Number SRB p. 325
Present mathematical ideas using words, symbols, visual displays, or technology.	Solve a problem with several steps. You may solve the problem in any way you choose. Show your work and explain your answer.	SRB: p. 226-227, 243-245
Interpret quotients and remainders mathematically and in the context of a problem.	Division story problem. Create a number sentence to solve the division story problem. Find the solution . Explain what the remainder represents . Explain what you did with the remainder . (ignored it, reported it as a fraction or decimal, rounded the answer up)	Journal p. 102(2), 105(5), 108(2), 111-112, 114(2) SRB: p. 219, 226-227, 243-245, 246
Support or refute mathematical statements or solutions.	Explain the answer to the division story problem using words and/or numbers in your explanation.	SRB: p. 219, 226-227, 243-245, 246

	<p>Explain what the remainder represents. Explain what you did with the remainder. (ignored it, reported it as a fraction or decimal, rounded the answer up)</p>	
Demonstrate proficiency with division basic facts.	Timed test of 16 division facts. Must be completed in 1 minute or 1 minute and 30 seconds.	<p>http://www.k111.k12.il.us/king/math.htm#Factors Games:</p> <ul style="list-style-type: none"> • Division Dash SRB p. 303 • Division Top-It SRB p. 334

The following skills are **Part B** skills. They will be on the assessment but will **NOT** count toward your child's grade.

- Divide a whole number dividend with no more than 4 digits by a whole number divisor with no more than 2 digits.
- Determine the approximate quotients of decimals.
- Divide decimals by whole numbers.
- Represent relationships using appropriate relational symbols ($<$, $>$, $=$) and one operational symbol ($+$, $-$, \times , \div with no remainders) on either side.
- Interpret quotients and remainders mathematically and in the context of a problem.