

**NUMBERS in BASE TEN 1
STUDENT PACKET**

WHOLE NUMBER MULTIPLICATION AND DIVISION

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Parent (or Guardian) signature _____

MY WORD BANK

Explain the mathematical meaning of each word or phrase, using pictures and examples when possible. (See section 1.5.) Key mathematical vocabulary is underlined throughout the packet.

algorithm	area model for multiplication
distributive property	dividend
divisor	factor
product	quotient

HOW MANY DO YOU SEE?

Follow your teacher's directions.

(1)

(2)

(3)

(4)

EXPLORING MULTIPLICATION

We will use strategies to derive more difficult multiplication facts from simpler facts. We will multiply multidigit numbers using an area model.

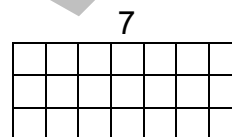
GETTING STARTED

Fill in the blanks below.

1. How many rows of 7 squares are in this rectangle? _____

2. How many columns of 3 squares are in this rectangle? _____

3. How many square units are in this rectangle? _____



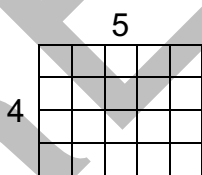
Therefore, the area is _____ square units.

Find [area model for multiplication](#) in section 1.5 and record its meaning in My Word Bank.

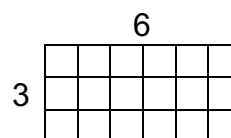
For a rectangle's dimensions, we sometimes read \times as "by." The above rectangle is "3 by 7" or "7 by 3." It does not matter which dimension is called "length" and which is called "width." Both of these terms describe the length of a side.

Write a multiplication sentence for the dimensions of each rectangle below and find the area.

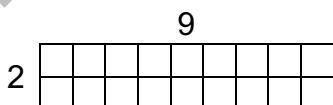
4.



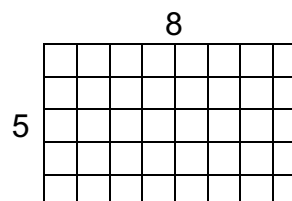
5.



6.



7.



MULTIPLICATION STRATEGIES

Follow your teacher’s directions. Find product in section 1.5 and record its meaning in My Word Bank.

(1)

	Strategy 1	Strategy 2
(2)		
(3)		
(4)		
(5)		
(6)	(7)	

PRACTICE 1

1. Carl multiplied 4×7 . Explain his strategy.

$$\begin{aligned}2 \bullet 7 &= 14 \\14 \bullet 2 &= 28, \\ \text{so } 4 \times 7 &= 28\end{aligned}$$

2. Grace multiplied $7 \bullet 9$. Explain her strategy.

$$\begin{aligned}7(10) &= 70 \\7(1) &= 7 \\70 - 7 &= 63, \\ \text{so } 7 \times 9 &= 63\end{aligned}$$

3. Use two strategies to find $9(4)$.

4. Use two strategies to find $(7)(6)$.

5. Vikram multiplied 3×7 . Find his error.

$$\begin{aligned}3 \bullet 5 &= 15 \\3 \bullet 3 &= 9 \\15 + 9 &= 24, \\ \text{so } 3 \bullet 7 &= 24\end{aligned}$$

6. Taylor multiplied $4(8)$. Find her error.

$$\begin{aligned}(4)(4) &= 16 \\16 + 2 &= 18, \text{ so } (4)(8) = 18\end{aligned}$$

PRACTICE 2

Find each product.

1. a. $6 \cdot 8$ b. $60 \cdot 8$ c. $60 \cdot 80$ d. $80 \cdot 6$	2. a. $5 \cdot 3$ b. $3 \cdot 50$ c. $500 \cdot 300$ d. $3,000 \cdot 50$
3. a. $9 \cdot 4$ b. $90 \cdot 40$ c. $400 \cdot 90$ d. $4,000 \cdot 900$	4. a. $10 \cdot 5$ b. $10 \cdot 50$ c. $100 \cdot 50$ d. $500 \cdot 10$

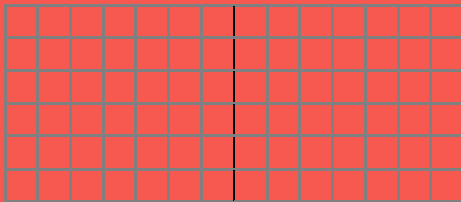
5. In a classroom, each student has 10 pencils.
- Each group has 4 students. How many pencils does the group have in all?
 - There are 30 students in the classroom. How many pencils are in the entire class?
6. Grandma Sullivan has 5 grandchildren. She gave each of them 7 ten-dollar bills.
- How much money did each grandchild get?
 - How much money did Grandma Sullivan give to her grandchildren in all?
7. The Incredible Charity gave \$500 to each of 3,000 people in need. How much money did the charity give out in all?

Bonus: Write this dollar amount in words.

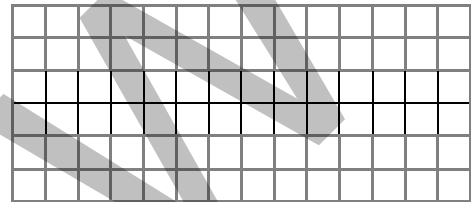
MULTIPLICATION USING AN AREA MODEL

Follow your teacher's directions.

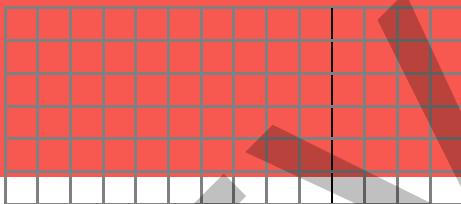
(1)



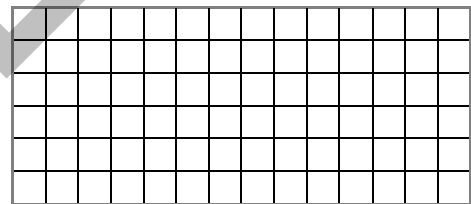
(2)



(3)



(4)



(5)

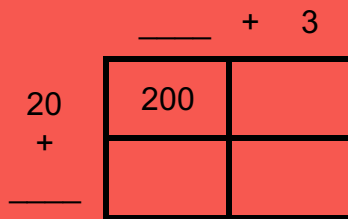
(6)

(7)

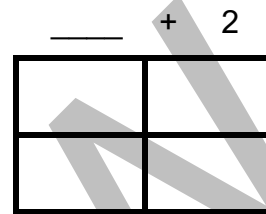
PRACTICE 3

Multiply using an area model.

1. 13×24



2. $32 \cdot 82$



3. $42 \cdot 177$

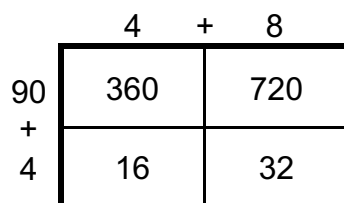
4. $210(341)$

5. 152×34

6. $(19)(63)$

Find the error in the problem below. Briefly explain the mistake and redo the work correctly.

7. $94 \cdot 48$



$$360 + 720 + 16 + 32 = 1,128$$

EXPLORING DIVISION

We will solve division problems using repeated subtraction and chunking. We will compare different chunking methods. We will interpret solutions to division problems in context.

GETTING STARTED

1. Fill in the products. Use strategies from Lesson 1.1 to help you.

15×1	15×10
15×2	15×20
15×3	15×30
15×4	15×40

2. Show or explain two different ways to find 15×5 .

Method 1:	Method 2:
-----------	-----------

3. Find 15×50 . Try to use the work done above to help you.

DIVISION STRATEGIES

Follow your teacher's directions.

(1)

(2)

(3)

Multiplication Bank

(4)

(5)

Multiplication Bank

PRACTICE 4

Use chunking to divide. Use the Multiplication Bank as needed.

1.

$$9 \overline{) 855}$$

Multiplication Bank

$$855 \div 9 = \underline{\hspace{2cm}}$$

2.

$$22 \overline{) 792}$$

Multiplication Bank

$$792 \div 22 = \underline{\hspace{2cm}}$$

PRACTICE 5

Use chunking to divide. Use the Multiplication Bank as needed.

1.

$$15 \overline{) 4575}$$

Multiplication Bank

$$4575 \div 15 = \underline{\hspace{2cm}}$$

2. How many miles per gallon did Mr. Garcia's car get if he drove 952 miles and used 34 gallons of gas?

$$34 \overline{) 952}$$

Multiplication Bank

$$952 \div 34 = \underline{\hspace{2cm}}$$

INTERPRETING QUOTIENTS

Follow your teacher's directions.

(1)



Multiplication Bank

(2)

(3)

(4)



Multiplication Bank

PRACTICE 6

Show each computation. Explain the meaning of the remainder. Answer the question using the context of the problem.

1. A bus holds 63 students. If 2,842 students are going on a field trip, how many buses are needed?



Multiplication Bank

Solution:

2. A softball team earns \$1,250 to purchase uniforms. If the price of a uniform is \$38, how many uniforms can the team purchase?



Multiplication Bank

Solution:

MULTIPLICATION AND DIVISION: STANDARD ALGORITHMS

We will link area model multiplication to an expanded procedure and the standard algorithm. We will link chunking division to the standard algorithm.

GETTING STARTED

Multiply using an area model.

1. 64×23

2. $21(307)$

3. Write 24 divided by 6 using a “division house” $\overline{) \quad}$, division symbol (\div), and fraction bar.

MULTIPLICATION PROCEDURES

Follow your teacher's directions.

<p>(1)</p> <p>Expanded procedure</p>	<p>(2)</p> <p>Standard algorithm</p>
<p>(3)</p> <p>Expanded procedure</p>	<p>(4)</p> <p>Standard algorithm</p>
<p>(5)</p> <p>Check</p>	

PRACTICE 7

Compute using the standard algorithm. Check your work using an expanded procedure or area model.

1. 81×26

2. $3 \bullet 127$

3. $32(314)$

4. $250(108)$

5. A camp ordered 27 shipments of 165 blankets each. How many blankets will the camp receive altogether?

DIVISION PROCEDURES

Follow your teacher's directions.

(1)

Chunking

Multiplication Bank:

Standard Algorithm

(2)

Chunking

Multiplication Bank:

Standard Algorithm

Compute.

3. $678 \div 27$

4. $8640 \div 32$

PRACTICE 8

Compute using the standard algorithm.

1.

$$25 \overline{)791}$$

2.

$$\begin{array}{r} 1332 \\ 18 \end{array}$$

3.

$$9856 \div 64$$

4. There are 256 students going on a field trip. Each bus can hold 70 students.

a. How many buses are needed?

b. If buses are filled one by one, how many students are in the bus that is not full?

5. The Community Service Club is making blankets for a charity. Each blanket requires 7 feet of fabric. They have 450 feet of fabric.

a. How many blankets can they make?

b. How many feet of fabric are left over?

6. Which method do you prefer when multiplying whole numbers? Why?

7. Which method do you prefer when dividing whole numbers? Why?

PRACTICE 9

Solve each problem and answer the questions.

1. A cluster of grapes averages 8 grapes per cluster. Sunshine School has 356 students. If the school ordered a cluster of grapes for each student, about how many grapes will the school receive?

2. Murphy picks 8 oranges daily.

a. If he picks the same amount of oranges every day, how many oranges will he pick after 6 weeks?

b. There are 15 families on Murphy's street. If he shares the oranges equally over the six weeks, how many oranges will he give to each family?

3. The average school day is 314 minutes. The average school year is 180 days.

a. If you attend school every day, how many minutes are you in school per school year?

b. How many hours is this?

REVIEW**MULTIPLICATION AND DIVISION FLUENCY CHALLENGES**

Gaining fluency with multiplication and division takes practice. Try to complete these challenges without any errors. Use a separate sheet of paper.

Begin with any single digit whole number. Multiply your number by 2. Multiply the result by 3. Multiply that result by 4. Multiply that result by 5. Multiply that result by 6. Multiply that result by 7. Multiply that result by 8. Multiply that result by 9. (You should have a big number now!)

1. I began with the number _____. After multiplying, my big number is _____.

2. Challenge A

Start with your big number. Divide it by 2. Divide that result by 3. Divide that result by 4. Divide that result by 5. Divide that result by 6. Divide that result by 7. Divide that result by 8. Divide that result by 9.

After dividing I got _____.

3. Challenge B

Start with your same big number. Divide it by 18. Divide that result by 24. Divide that result by 28. Divide that result by 30.

After dividing I got _____.

4. Did you get the same results for Challenge A and Challenge B? Explain why you think this happened.

Repeat this problem. Start with a different whole number. Predict the answers to Challenges A and B before computing.

POSTER PROBLEM

Part 1: Your teacher will divide you into groups.

- Identify members of your group as A, B, C, or D.
- Each group will start at a numbered poster. Our group start poster is _____.
- Each group will have a different colored marker. Our group marker is _____.

Part 2: Do the problems on the posters by following your teacher's directions.

Poster 1 (or 5)	Poster 2 (or 6)	Poster 3 (or 7)	Poster 4 (or 8)
Sunny Middle School is visiting the local high school. All 1,155 students and 37 adults will be visiting. Each school bus can carry 72 passengers. How many buses will be needed to drive to the high school?	The after-school program is ordering t-shirts for all the students. A t-shirt cost \$8 and they have \$3,015 to spend. How many t-shirts can they order?	Addie has a collection of 986 buttons. Olivia just gave her 520 more buttons. Addie is packaging them in sets of 12 to sell at the fair. How many complete sets of buttons will Addie have to sell?	The cross-country team collectively ran about 20,160 miles during their season. Each member ran, on average, about 350 miles during the season. How many runners are on the team?

- Write a "division house" for the problem and make a multiplication bank.
- Solve using chunking division.
- Solve using the standard algorithm.
- Answer the question. Check the answer using multiplication.

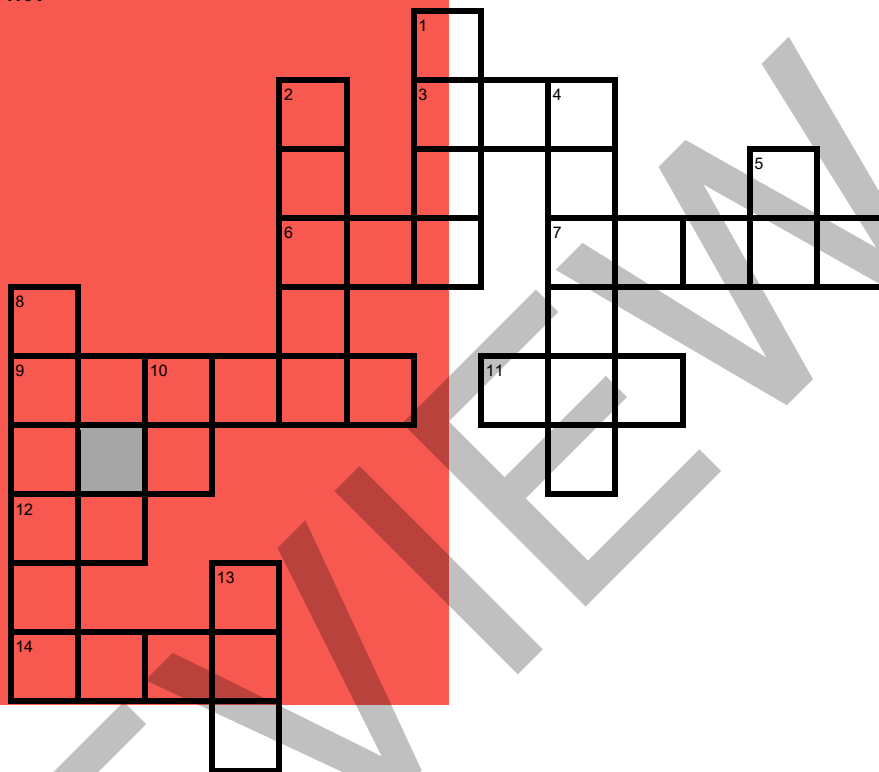
Part 3: Return to your seats and work with your group.

Refer to your "start poster."

1. What number is the remainder?
2. What does the remainder represent in the context of the problem?
3. Explain why the answer had to be rounded, and also why it was rounded up or down to the nearest whole number.

COMPUTATION CRISS CROSS

1. Work with a partner. One student completes the “Across” portion of the puzzle. The other student completes the “Down” portion of the puzzle. When you put them together, do all the answers fit?



Across

3 $1872 \div 9$

6
$$\begin{array}{r} 8512 \\ \underline{\quad} \\ 28 \end{array}$$

7 520×190

9 $(12)(9600)$

11 the quotient of 7070 and 35

12
$$\begin{array}{r} 1155 \\ \underline{\quad} \\ 55 \end{array}$$

14 $36 \bullet 80$

Down

1 25,632 divided by 8

2 123(450)

4 The product of 8991 and 100

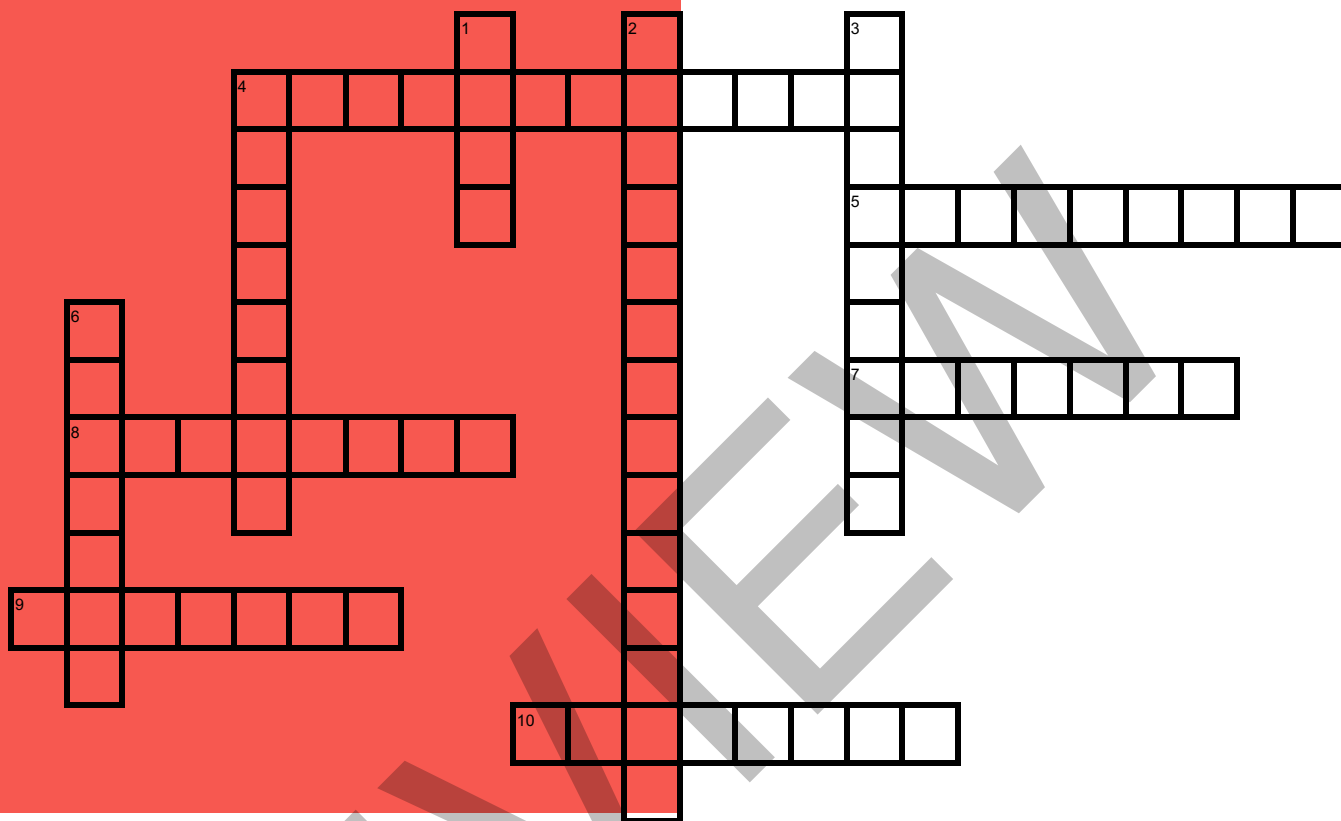
5 $13 \overline{)910}$

8 3002×106

10 $1300 \div 25$

13 $24 \bullet 17$

VOCABULARY REVIEW


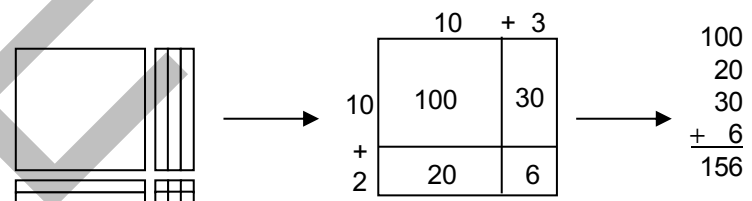
**Across**

- 4 An example of the _____ property is $6(5) + 6(2) = 6(5 + 2)$.
- 5 An organized procedure is sometimes called a(n) _____.
- 7 In the expression $760 \div 20$, 20 is the _____.
- 8 A division procedure in which groups of the divisor are removed from the dividend.
- 9 The _____ of 6×8 is 48.
- 10 The _____ of $760 \div 20$ is 38.

Down

- 1 A model for multiplication where rectangles represent partial products.
- 2 A process of repeated addition.
- 3 When one number does not evenly divide another, the "left over" portion is called the _____.
- 4 In the expression $760 \div 20$, 760 is the _____.
- 6 The _____ of 12 are 1, 2, 3, 4, 6, and 12.

DEFINITIONS, EXPLANATIONS, AND EXAMPLES

Word or Phrase	Definition
algorithm	<p>An <u>algorithm</u> is an organized procedure, or step-by-step recipe, for performing a calculation or finding a solution.</p> <p>The traditional procedure for dividing whole numbers is called the <u>long division algorithm</u>.</p>
area	<p>The <u>area</u> of a two-dimensional figure is a measure of the size of the figure, expressed in square units. The <u>area of a rectangle</u> is the product of its length and its width.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="text-align: right; margin-right: 100px;">Area = (length)(width)</p> <p>If a rectangle has a length of 12 inches and a width of 5 inches, its area is $(5)(12) = 60$ square inches.</p>
area model for multiplication	<p>An <u>area model for multiplication</u> is a pictorial way of representing multiplication using rectangles. The length and width of a rectangle represent factors, and the area of the rectangle represents their product.</p> <p style="text-align: center;">(multiplying whole numbers) $13 \bullet 12 = 156$</p> <div style="text-align: center; margin: 10px 0;">  </div>
distributive property	<p>The <u>distributive property</u> states that $a(b + c) = ab + ac$ and $(b + c)a = ba + ca$ for any three numbers a, b, and c.</p> <p style="text-align: center;">$3(4 + 5) = 3(4) + 3(5)$ and $(4 + 5)8 = 4(8) + 5(8)$</p>
dividend	<p>In a division problem, the <u>dividend</u> is the number being divided. See <u>division</u>.</p> <p>In $12 \div 3 = 4$, the dividend is 12.</p>

Word or Phrase	Definition
division	<p><u>Division</u> is the mathematical operation that is inverse to multiplication. For $b \neq 0$, $a \div b = a \cdot \frac{1}{b}$. <u>division by b</u> is multiplication by the multiplicative inverse $\frac{1}{b}$ of b.</p> <p>In this division problem, the number a to be divided is the <u>dividend</u>, the number b by which a is divided is the <u>divisor</u>, and the result $a \div b$ of the division is the <u>quotient</u>:</p> <p>dividend \div divisor = quotient</p> $\frac{\text{dividend}}{\text{divisor}} = \text{quotient} \qquad \begin{array}{r} \text{quotient} \\ \text{divisor} \overline{) \text{dividend}} \end{array}$ <p>“Twelve divided by 2” may be written $12 \div 2$, $\frac{12}{2}$, or $2 \overline{)12}$.</p>
division with remainder	<p><u>Division with remainder</u> is a division problem for natural numbers n and d in which n is expressed as $n = qd + r$, where q and r are whole numbers, and $0 \leq r < d$. We say that the quotient of n divided by d is q with remainder r. This may be written as:</p> $\begin{array}{r} q \text{ R}r \\ d \overline{)n} \end{array} \qquad \begin{array}{r} 4 \text{ R}2 \\ 3 \overline{)14} \end{array}$ <p>If 14 objects are separated into 3 equal groups, there are 4 objects in each group, with 2 objects left over. The quotient of 14 divided by 3 is 4 with a remainder of 2.</p>
divisor	<p>In a division problem, the <u>divisor</u> is the number by which another is divided. See <u>division</u>.</p> <p>In $12 \div 3 = 4$, the divisor is 3.</p>
factor of a number	<p>A <u>factor of a number</u> is a divisor of the number. See <u>divisor</u>.</p> <p>The factors of 12 are 1, 2, 3, 4, 6, and 12.</p>
product	<p>A <u>product</u> is the result of multiplying two or more numbers or expressions. The numbers or expressions being multiplied to form the product are <u>factors</u> of the product.</p> <p>factor \times factor = product</p> <p>The product of 7 and 8 is 56, written $7 \cdot 8 = 56$. The numbers 7 and 8 are both factors of 56.</p>
quotient	<p>In a division problem, the <u>quotient</u> is the result of the division. See <u>division</u>.</p> <p>In $12 \div 3 = 4$, the quotient is 4.</p>
remainder	<p>See <u>division with remainder</u>.</p>

Symbols for Multiplication

The product of 8 and 4 can be written as:

8 times 4 8×4 $8 \bullet 4$ $(8)(4)$ $\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$

In algebra, we generally avoid using the \times for multiplication because it could be misinterpreted as the variable x , and we cautiously use the symbol \bullet for multiplication because it could be misinterpreted as a decimal point.

Symbols for Division


The quotient of 8 and 4 can be written as:

8 divided by 4 $8 \div 4$ $4 \overline{)8}$ $\frac{8}{4}$ $8/4$

In algebra, the preferred way to show division is with fraction notation.

Does 14×3 Really Have the Same Value as 3×14 ?


The commutative property of multiplication asserts that the product does not depend on the order of the factors. Each of the products 3×14 and 14×3 is equal to 42. Nonetheless, for some problems, context is important. Although both actions require 42 marbles, the filling of 3 bags with 14 marbles each will require different supplies than the filling of 14 bags with 3 marbles each.



$\begin{array}{r} 3 \\ \times 14 \\ \hline \end{array}$

or

$\begin{array}{r} 14 \\ \times 3 \\ \hline \end{array}$



The Distributive Property

The distributive property relates the operations of multiplication and addition. The term “distributive” arises because the property is used to distribute the factor outside the parentheses over the terms inside the parentheses.

Suppose you earn \$9.00 per hour. If you work 3 hours on Saturday and 4 hours on Sunday, one way to compute your earnings is to compute your wages for each day and then add them. Another way is to multiply the hourly wage by the total number of hours. This example illustrates the distribute property.

$$(9 \times 3) + (9 \times 4) = 9(3 + 4)$$

$$27 + 36 = 9(7)$$

Multiplication Strategies				
Skip Count (3×5)	Double (7×6)	Halve (5×6)	Add On (3×7)	Take Away (3×9)
3	$3 \times 7 = 21,$	$6 \times 10 = 60,$	$6 \times 3 = 18$	$10 \times 3 = 30$
6	so	so	Think 19, 20, 21	$30 - 3 = 27$
9	$6 \times 7 = 42$	$6 \times 5 = 30$	so	so
12	$7 \times 6 = 42$	$5 \times 6 = 30$	$7 \times 3 = 21$	$9 \times 3 = 27$
15			$3 \times 7 = 21$	$3 \times 9 = 27$

Multiplication Strategies (12 × 13)	
<p style="text-align: center;">Traditional Algorithm</p> $ \begin{array}{r} 12 \\ \times 13 \\ \hline 36 \\ + 120 \\ \hline 156 \end{array} $	<p style="text-align: center;">Traditional Algorithm 2 (showing partial products)</p> $ \begin{array}{r} 12 \\ \times 13 \\ \hline 6 = 2 \times 3 \\ 30 = 10 \times 3 \\ 20 = 10 \times 2 \\ + 100 = 10 \times 10 \\ \hline 156 \end{array} $
<p>Area Model</p>	

A Chunking Division Procedure													
<p>This chunking division procedure keeps the dividend intact as we “close in” on the quotient. If you do not know all your multiplication facts, this procedure may be easier than the standard division algorithm because you subtract out groups of the divisor more flexibly, but still arrive at the correct quotient. If a large amount is chosen to subtract at each step, this procedure is very efficient.</p>													
<p>Divide 761 highlighters into 3 boxes.</p>													
<p>Step 1: Rewrite the problem</p> $ \begin{array}{r} 3 \overline{)761} \end{array} $	<p>Step 2: Make a Multiplication Bank that may be useful for this problem.</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td>$3 \times 1 = 3$</td> <td>$3 \times 10 = 30$</td> <td>$3 \times 100 = 300$</td> </tr> <tr> <td>$3 \times 2 = 6$</td> <td>$3 \times 20 = 60$</td> <td>$3 \times 200 = 600$</td> </tr> <tr> <td>$3 \times 3 = 9$</td> <td>$3 \times 30 = 90$</td> <td>$3 \times 300 = 900$</td> </tr> <tr> <td>$3 \times 4 = 12$</td> <td>$3 \times 40 = 120$</td> <td>$3 \times 400 = 1,200$</td> </tr> </table>	$3 \times 1 = 3$	$3 \times 10 = 30$	$3 \times 100 = 300$	$3 \times 2 = 6$	$3 \times 20 = 60$	$3 \times 200 = 600$	$3 \times 3 = 9$	$3 \times 30 = 90$	$3 \times 300 = 900$	$3 \times 4 = 12$	$3 \times 40 = 120$	$3 \times 400 = 1,200$
$3 \times 1 = 3$	$3 \times 10 = 30$	$3 \times 100 = 300$											
$3 \times 2 = 6$	$3 \times 20 = 60$	$3 \times 200 = 600$											
$3 \times 3 = 9$	$3 \times 30 = 90$	$3 \times 300 = 900$											
$3 \times 4 = 12$	$3 \times 40 = 120$	$3 \times 400 = 1,200$											
<p>Step 3: Select a fact from the Multiplication Bank that is less than or equal to the dividend, and record. Continue the routine until the remainder is less than the divisor.</p>													
$ \begin{array}{r} 3 \overline{)761} \\ \underline{-600} \\ 161 \end{array} \quad 200 $	$ \begin{array}{r} 3 \overline{)761} \\ \underline{-600} \\ 161 \\ \underline{-120} \\ 41 \end{array} \quad 200 \\ \quad \quad 40 $												
$ \begin{array}{r} 3 \overline{)761} \\ \underline{-600} \\ 161 \\ \underline{-120} \\ 41 \\ \underline{-30} \\ 11 \end{array} \quad 200 \\ \quad \quad 40 \\ \quad \quad \quad 10 $	$ \begin{array}{r} 253 \text{ R}2 \\ 3 \overline{)761} \\ \underline{-600} \\ 161 \\ \underline{-120} \\ 41 \\ \underline{-30} \\ 11 \\ \underline{-9} \\ 2 \end{array} \quad 200 \\ \quad \quad 40 \\ \quad \quad \quad 10 \\ \quad \quad \quad \quad 3 \\ \quad \quad \quad \quad \quad 253 $												
<p>The last calculation shows that the quotient is $(200 + 40 + 10 + 3) = 253$, and the remainder is 2.</p>													

The Standard Division Algorithm		
The standard division algorithm is an efficient process for dividing. It involves a cyclical process: divide, multiply, subtract, "bring down"... until the remainder is less than the divisor.		
$14 \overline{) 963}$	Determine where to start	Look at the divisor. Choose digits in the dividend so that the quotient using these digits is between 1 and 9.
$14 \overline{) 963}$	Divide	How many 14s in 96? Write this number above the 96.
$\begin{array}{r} 6 \\ 14 \overline{) 963} \\ - 84 \\ \hline \end{array}$	Multiply	Find the product of 6 and 14. Write this below the 96.
$\begin{array}{r} 6 \\ 14 \overline{) 963} \\ - 84 \\ \hline 12 \end{array}$	Subtract	Find the difference between 96 and 84. Write this below the 84.
$\begin{array}{r} 6 \\ 14 \overline{) 963} \\ - 84 \downarrow \\ \hline 123 \end{array}$	Bring down	Bring down the next digit.
$\begin{array}{r} 68 \\ 14 \overline{) 963} \\ - 84 \downarrow \\ \hline 123 \\ - 112 \\ \hline 11 \end{array}$	Divide Multiply Subtract Bring down (remainder)	Repeat the divide, multiply, subtract, bring down (if necessary) process until the remainder is less than the divisor.
Some ways to represent the dividend, divisor, quotient, and remainder:		
$\begin{array}{r} \text{quotient} \quad \text{remainder} \\ \text{divisor} \overline{) \text{dividend}} \end{array}$		$\text{dividend} = (\text{divisor})(\text{quotient}) + \text{remainder}$
$\begin{array}{r} 68R11 \\ 14 \overline{) 963} \end{array}$	$\begin{array}{r} 68 \frac{11}{14} \\ 14 \overline{) 963} \end{array}$	$963 = (14)(68) + 11$

Whole Number Multiplication and Division

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