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## Section A: Lessons 3-1 through 3-4 Review

### Do You Know How?

#### The Meaning of Division (3-1)

Draw picture to show each situation. Then find the quotient.

1. Eighteen people are waiting to enter a store, and only 6 people are allowed to enter at a time. How many groups will need to enter?
2. In an animal shelter, there are 4 times as many cats as dogs. If there are 36 cats, how many dogs are in the shelter?

### Do You Understand?

- A Show the picture you drew for each problem. How does it show the quotient?
- B Is the division situation in each problem best described as *division as sharing*, *division as repeated subtraction*, or *division as a missing factor*?

#### Division Patterns (3-2)

Find each quotient mentally.

3.  $800 \div 2$
4.  $3,200 \div 4$
5.  $3,600 \div 6$
6.  $40,000 \div 5$

- C Tell how you can find each quotient using mental math.
- D How can you use  $24 \div 6 = 4$  to find  $2,400 \div 6$ ?

#### Estimating Quotients (3-3)

Estimate each quotient.

7.  $368 \div 9$
8.  $1,906 \div 4$
9.  $\$50.85 \div 7$
10.  $10,311 \div 5$

- E Explain how you found each estimate.
- F Tell if each estimate is an overestimate or an underestimate. Explain how you know.

#### Problem-Solving Strategy: Look for a Pattern (3-4)

Look for a pattern. Write the missing numbers or draw the missing figures.

11. 15, 26, 37, 48, \_\_\_\_, \_\_\_\_
12.  $\Rightarrow, \Leftarrow, \Uparrow, \Downarrow, \Rightarrow, \_ , \_$

- G Describe the pattern in Exercise 11.
- H Describe the pattern in Exercise 12.

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