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Section C: Lessons 4-9 through 4-12 Review

Do You Know How?

Do You Understand?

Dividing Decimals by 10, 100, and 1,000 (4-9)

Find each quotient. Use mental math.

1. $18 \div 10$
2. $18.4 \div 100$
3. $0.037 \div 10$
4. $456.3 \div 100$
5. $285.73 \div 1,000$
6. $4,238 \div 1,000$

- A** State the rule that you used to find each quotient using mental math.
- B** In Exercise 1, what symbol did you put at the end of 18 and why was it needed before you could do mental math?

Dividing Money by Two-Digit Divisors (4-10)

Find each quotient.
Check your answers by multiplying.

7. $\$656.64 \div 36$
8. $\$247.35 \div 17$
9. $40 \overline{) \$650}$
10. $36 \overline{) \$61.80}$
11. $50 \overline{) \$122}$
12. $15 \overline{) \$36.45}$

- C** In Exercise 9, why did you need to place a decimal point and two zeros in the dividend?
- D** In Exercise 10, why should you round your quotient to the nearest hundredth?

Dividing Decimals by Whole Numbers (4-11)

Find each quotient.
Check your answers by multiplying.

13. $25.2 \div 18$
14. $0.88 \div 55$
15. $42 \overline{) 4.284}$
16. $39 \overline{) 100.62}$
17. $1.5 \div 60$
18. $21 \div 60$

- E** Without doing the division, how do you know that the quotient in Exercise 13 must be between the numbers 1 and 2?
- F** In Exercises 14, 15, 17, and 18, without doing the division, how do you know that the quotients will be less than 1?

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