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Division Worksheets Grade 5 Questions and Answers PDF

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Part 1: Building a Foundation

What is the result called in a division problem?

Hint: Think about the outcome of the division.

◯ A) Dividend
◯ B) Divisor
◯ **C) Quotient** ✔
◯ D) Remainder

❘ The result of a division problem is called the quotient.

Which of the following are terms used in division?

Hint: Identify the terms that relate to division.

☐ **A) Dividend** ✔
☐ B) Factor
☐ **C) Quotient** ✔
☐ **D) Remainder** ✔

❘ The terms used in division include dividend, quotient, and remainder.

Explain the relationship between division and multiplication.

Hint: Consider how one operation can be used to understand the other.

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> **Division is the inverse operation of multiplication; dividing a number is finding how many times another number fits into it.**

List the components of a division equation.

Hint: Think about the parts that make up a division problem.

1. What is the dividend?

> The number being divided.

2. What is the divisor?

> The number by which the dividend is divided.

3. What is the quotient?

> The result of the division.

4. What is the remainder?

> The amount left over after division.

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The components of a division equation include the dividend, divisor, quotient, and remainder.

What is the term for the number that is divided in a division problem?

Hint: Identify the specific term used for the number being divided.

◯ A) Quotient
◯ B) Divisor
◯ **C) Dividend ✓**
◯ D) Remainder

The term for the number that is divided is the dividend.

Part 2: Understanding and Application

If a division problem has a remainder, which of the following statements is true?

Hint: Consider the relationship between the dividend and divisor.

◯ A) The dividend is a multiple of the divisor.
◯ B) The divisor is larger than the dividend.
◯ **C) The dividend is not a multiple of the divisor. ✓**
◯ D) The quotient is zero.

If a division problem has a remainder, it means the dividend is not a multiple of the divisor.

Which of the following statements about division are true?

Hint: Evaluate the statements based on your understanding of division.

☐ **A) Division is repeated subtraction. ✓**
☐ **B) Division can have a remainder. ✓**
☐ C) Division by zero is possible.
☐ D) Division is the same as multiplication.

True statements about division include that it can have a remainder and is repeated subtraction.

A baker has 52 cookies and wants to package them into boxes of 8. How many full boxes can the baker make, and how many cookies will be left over?

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Hint: Think about how many times 8 fits into 52.

> **The baker can make 6 full boxes with 4 cookies left over.**

If you divide 45 by 9, what is the quotient?

Hint: Perform the division to find the answer.

◯ A) 4
◯ **B) 5 ✓**
◯ C) 6
◯ D) 7

> The quotient of 45 divided by 9 is 5.

Part 3: Analysis, Evaluation, and Creation

If the quotient of a division problem is 8 and the divisor is 5, what is the dividend?

Hint: Use the relationship between dividend, divisor, and quotient.

◯ A) 35
◯ **B) 40 ✓**
◯ C) 45
◯ D) 50

> The dividend is 40, calculated by multiplying the quotient by the divisor.

Which of the following statements are correct about the division of decimals?

Hint: Consider the rules and properties of dividing decimals.

☐ A) The divisor must be a whole number.
☐ **B) You can divide decimals by converting them to fractions. ✓**

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☐ C) The quotient is always a decimal.

☐ D) The remainder is always zero.

❚ Correct statements include that you can divide decimals by converting them to fractions.

Create a real-world word problem involving division and provide a solution.

Hint: Think about a scenario where division is necessary.

❚ **An example could be sharing 24 apples among 6 friends, resulting in each friend getting 4 apples.**

Propose two different division scenarios where the remainder is important and explain why.

Hint: Consider situations where leftovers matter.

1. Scenario 1

❚ Distributing 10 candies among 3 children, leaving 1 candy.

2. Scenario 2

❚ Dividing 15 pencils among 4 students, leaving 3 pencils.

❚ One scenario could be distributing 10 candies among 3 children, leaving 1 candy as a remainder. Another could be dividing 15 pencils among 4 students, leaving 3 pencils.

Which division problem demonstrates the best understanding of dividing a number into equal parts?

Hint: Think about the clarity of the division result.

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⚪ A) 16 ÷ 2 = 8
⚪ B) 15 ÷ 3 = 5
⚪ **C) 18 ÷ 4 = 4.5** ✓
⚪ D) 20 ÷ 5 = 4

The division problem 18 ÷ 4 = 4.5 demonstrates understanding as it shows division into equal parts.

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