

*Grade 4 Work Station*  
*Interpreting Remainders*

#ThankATeacher

#TeacherDay

#TeacherAppreciationWeek



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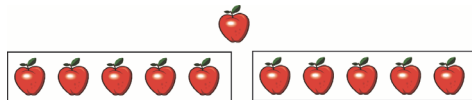
RC 2 TEKS 4(4)(H)  
Interpreting Remainders

Cover:

# Reporting Category 2 Computations and Algebraic Relationships

## TEKS 4(4)(H)

# Interpreting Remainders



### Content Objective

I can solve problems involving the division of whole numbers, including interpreting remainders.

### Language Objective

I can use symbols to remind me of different ways to interpret a remainder.

### Key Questions

1. How do you decide if a problem needs one step or two steps to solve?
2. What does the remainder mean when solving a problem that requires division?



## Interpreting Remainders

### Task 1: Does It Matter?

- Sort the **Problem Cards** into one of the 3 categories to determine the impact of the remainder.

### Task 2: Remainder Reminders

- Use the words in the Word Bank to help you complete each statement. Some words may be used more than once.

### Task 3: Assessment

- Read and work through the assessment question.



## Task 2: Remainder Reminders

### Word Bank

not	remainder
left	add one
whole number	quotient



### Task 1: Does It Matter?

## Problem Cards

*Please do not write on cards.*



### Task 3: Assessment

Landon will use beads to make necklaces. He has 623 beads and needs to use 8 beads for each necklace. What is the greatest number of necklaces Landon can make with 623 beads?

- A 78
- B 59
- C 56
- D 77



**Task 1: Does It Matter?**

<b>The answer is the whole number quotient. The remainder does NOT impact the answer.</b>	<b>The answer is the whole number quotient plus 1. The remainder impacts the answer.</b>	<b>The answer is the remainder.</b>



## Problem Cards

Yellow Cardstock

**Problem A:**

A bakery is packaging cookies into bags of 8 cookies. The baker has 154 cookies. How many complete bags of cookies can be made?

**Problem B:**

A sewing class has 205 yards of fabric to make quilts. Each quilt requires 7 yards of fabric. How much will remain after all the quilts are made?

**Problem C:**

There are 139 fourth-grade students going on a field trip. The school is using vans that can hold 9 students. How many vans are needed for the field trip?

**Problem D:**

A restaurant is having a party for 325 guests. Each table seats 8 guests. How many tables are needed for the guests?

**Problem E:**

Joan had 61 yards of yarn to use for her craft projects. She needs exactly 5 yards of yarn for each project. How many craft projects can Joan complete with the yarn?

**Problem F:**

Ms. Zamora needs 90 notebooks for the school year. The notebooks are sold in packages of 4 notebooks. How many packages of notebooks does Ms. Zamora need to order?

**Problem G:**

An apple farmer picked 562 apples on Monday. He shipped an equal number of apples to 7 different stores and saved the rest for his family. How many apples did he save?

**Problem H:**

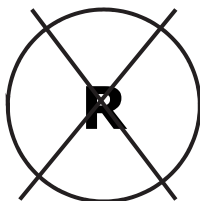
Mary will place cans of food in boxes to ship to a restaurant. She has 73 cans of food and needs to place 6 cans in each box. What is the greatest number of complete boxes of cans of food she can make with 73 cans?

## Answer Key

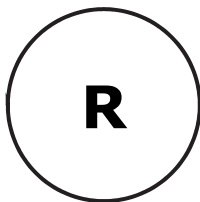
### Task 1

The answer is the whole number quotient. The remainder does NOT impact the answer.	The answer is the whole number quotient plus 1. The remainder impacts the answer.	The answer is the remainder.
A	C	B
E	D	G
H	F	

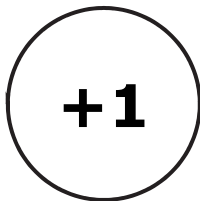
### Task 2



Use just the **whole number quotient**! This situation does **not** require the use of the remainder to answer the question.



Use only the **remainder**! This situation requires finding what is **left** or remains after something has been divided to answer the question.



**Add one** to the quotient! This situation requires adding one to the **whole number quotient**, to answer the question.

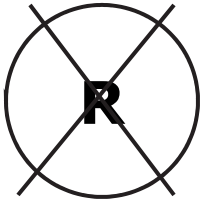
### Task 3

**D**

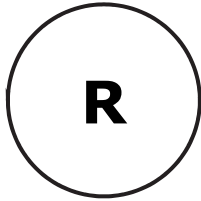
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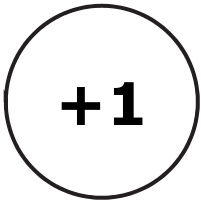
## Task 2: Remainder Reminders



Use just the \_\_\_\_\_! This situation does \_\_\_\_\_ require the use of the remainder to answer the question.



Use only the \_\_\_\_\_! This situation requires finding what is \_\_\_\_\_ or remains after something has been divided to answer the question.



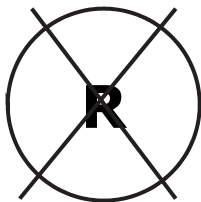
\_\_\_\_\_ to the quotient! This situation requires adding one to the \_\_\_\_\_, to answer the question.

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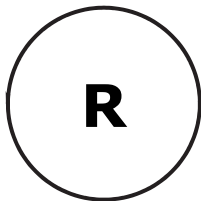
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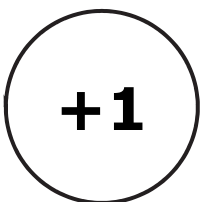
## Task 2: Remainder Reminders



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Use only the \_\_\_\_\_! This situation requires finding what is \_\_\_\_\_ or remains after something has been divided to answer the question.



\_\_\_\_\_ to the quotient! This situation requires adding one to the \_\_\_\_\_, to answer the question.