

Grade 5

# Aim For It

Module 6- Divide Whole Numbers and Decimals

Multiplication and division are related. Sometimes thinking of multiplication can help your child make sense of division problems. In this game players are given certain characteristics of an answer. They then have to make up a problem that will give an answer with that characteristic. Use this activity to help your child use estimation and multiplication to help him/her solve division problems.

## Materials:

- 1 set of Digit Squares
- Characteristics for Answers Squares
- Paper and pencil

## Directions:

1. Cut the Digit Squares, shuffle them, then place them face down in a pile.
2. Cut the Characteristics for Answers Squares, shuffle them, then place them face down in a different pile.
3. Player 1 picks a Characteristic Square. Both players will aim for this characteristic in their answer.
4. Player 1 picks five Digit Squares and places them so that both players can see and use them.
5. The object is to create a division problem using four of the five digits so that the answer will satisfy the Characteristic Square. For example, the Characteristic Square states, "The remainder is less than four." The five digits showing are 5, 2, 7, 6, and 9. A possible problem would be

$$\begin{array}{r} 289 \text{ R. } 1 \\ 2 \overline{)579} \end{array}$$

The answer is 289 with a remainder of 1. This satisfies the Characteristics Square because the remainder is less than 4.

6. A player gets a point each time his/her answer matches the Characteristics Card and the answer to his/her problem is correct.
7. Player 2 follows steps 3 - 6.
8. Players alternate taking turns picking cards for five rounds.
9. The player with the most points at the end of the game wins.
10. To make the game more or less challenging, use more or fewer digit cards. You may also form problems with double digit divisors such as  $531 \div 27$ .

**Question to ask your child while playing:**

Explain how you found the answer to the problem you made.

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Characteristics Squares

The quotient is odd (with or without a remainder).	The quotient is less than 30.
The quotient is even (with or without a remainder).	The quotient is between 40 and 60.
The remainder is less than 4.	The remainder is greater than 5.
There is no remainder.	The quotient ends with a 5 (with or without a remainder)

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Digit Squares

0	1	2	3
4	5	6	7
8	9	0	1
2	3	4	5
6	7	8	9