

Grade 5 · Dividing Whole Numbers · Quiz

Common Core 5.NBT.B.6 · mathovore.fr

Name: _____ Date: ____/____/____ Score: _____

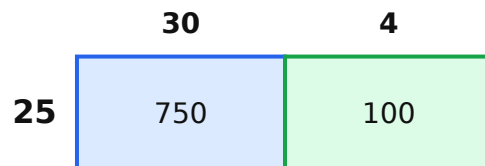
Test yourself with 10 multiple-choice questions on dividing whole numbers. Each question has exactly one correct answer, and the explanation names the common mistake. Work on scratch paper before choosing, and check by multiplying.

Grade 5 Common Core: 5.NBT.B.6

Questions

Question 1

The area model shows $850 \div 25$. What is the quotient?



$$850 \div 25 = 34$$

Area model for 850 divided by 25.

- A. 30
- B. 44
- C. 340
- D. 34

Question 2

What is $4,200 \div 60$?

- A. 70
- B. 7
- C. 700
- D. 60

Question 3

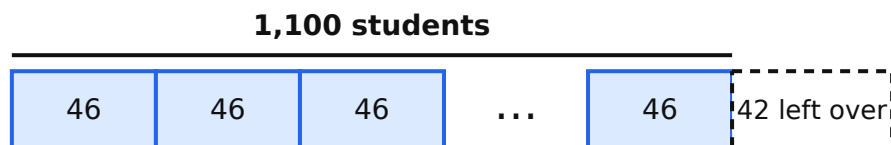
What is $905 \div 7$?

- A. 129
- B. 129 R 2

- C. 129 R 3
- D. 139 R 2

Question 4

1,100 students go on a field trip. Each bus holds 46 students. How many buses are needed?



23 full buses and 42 students.

- A. 23 buses
- B. 23 R 42 buses
- C. 25 buses
- D. 24 buses

Question 5

What is $1,596 \div 21$?

- A. 706
- B. 66
- C. 86
- D. 76

Question 6

What is $4,284 \div 42$?

$$\begin{array}{r}
 \textcolor{green}{102} \\
 \textcolor{brown}{42} \overline{) 4284} \\
 \underline{- 42} \\
 84 \\
 \underline{- 84} \\
 0
 \end{array}$$

Long division of 4,284 by 42.

- A. 102
- B. 12
- C. 120
- D. 1,002

Question 7

Which is the best estimate for $4,187 \div 52$?

- A. About 8
- B. About 800
- C. About 80
- D. About 90

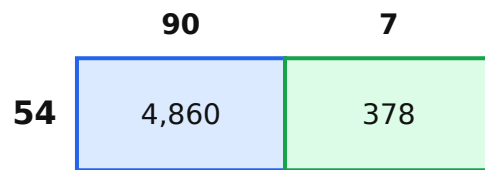
Question 8

Which equation checks that $2,415 \div 35 = 69$?

- A. $35 \times 2,415 = 69$
- B. $69 - 35 = 2,415$
- C. $35 \times 69 = 2,415$
- D. $2,415 + 35 = 69$

Question 9

What is $5,238 \div 54$?



$$5,238 \div 54 = 97$$

Area model for 5,238 divided by 54.

- A. 907
- B. 97
- C. 87
- D. 98

Question 10

A league has 1,440 baseballs in cases of 24. The cases are shared equally among 15 teams. How many cases does each team get?

- A. 60 cases
- B. 4 cases
- C. 40 cases
- D. 96 cases

Answer key

1. **D** – 25 times 30 is 750, and 25 times 4 is 100. The partial quotients 30 and 4 add to 34. Stopping at 30 ignores the 100 left.
2. **A** – 4,200 is 420 tens and 60 is 6 tens, and 420 divided by 6 is 70. Losing or adding a zero is the common mistake.
3. **B** – 7 times 129 is 903, and 905 minus 903 leaves 2. Leaving out the remainder gives only 129.
4. **D** – 1,100 divided by 46 is 23 R 42. The 42 students left over need one more bus, so 24.
5. **D** – 21 times 76 is 1,596. A quotient of 706 or 66 would not multiply back to 1,596.
6. **A** – 42 goes into 42 once, then into 8 zero times, then into 84 twice: 102. Skipping the zero gives 12.
7. **C** – 4,187 is close to 4,000 and 52 is close to 50, and 4,000 divided by 50 is 80.
8. **C** – To check division, multiply the quotient by the divisor and compare with the dividend: 35 times 69 is 2,415.
9. **B** – 54 times 90 is 4,860 and 54 times 7 is 378. Together that is 5,238, so the quotient is 97.
10. **B** – 1,440 divided by 24 is 60 cases, and 60 divided by 15 is 4. The number 60 is the total cases, not each team's share.

Remember:

- Dividend divided by divisor equals quotient, plus a remainder if the groups do not fit evenly.
- An area model builds the quotient from partial quotients such as 50 and 4.
- Compatible numbers, like 1,500 divided by 30, give a quick estimate.
- Check division by multiplying: divisor times quotient plus remainder equals dividend.
- The meaning of the question decides whether to ignore or round up a remainder.