

## KEY CONCEPT OVERVIEW

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Lessons 19 through 23 focus on larger numbers in division problems using the strategy of long division.

You can expect to see homework that asks your child to do the following:

- Divide up to four-digit numbers by two-digit numbers, and then check the answer using multiplication (as shown in the Sample Problem below).
- Solve word problems that involve division.

## SAMPLE PROBLEM (From Lesson 23)

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Divide. Then, check your work using multiplication.

$$4,652 \div 22$$

$$\begin{array}{r} \phantom{22} \overline{) 4,652} \quad R 10 \\ - \phantom{22} \underline{44} \\ \phantom{22} \phantom{4} \underline{25} \\ - \phantom{22} \phantom{4} \phantom{2} \underline{22} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \underline{32} \\ - \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \underline{22} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \underline{10} \end{array}$$

**Check:**

$$\begin{array}{r} \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ + \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \end{array}$$

$$\begin{array}{r} \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ + \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \\ \phantom{22} \phantom{4} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \phantom{2} \end{array}$$

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](http://GreatMinds.org).

**HOW YOU CAN HELP AT HOME**

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- Play the Divide the Card number game with your child.
  1. Take out the jacks, queens, kings, and jokers.
  2. Put the stack of remaining cards face down.
  3. Flip three or four cards from the top of the deck, and place them face up on the table. The three- or four-digit number shown by these cards will represent the whole.
  4. Your child flips two cards from the top of the deck and places them face up on the table. The two-digit number shown by these cards will represent the divisor.
  5. Write the division expression using the whole and the divisor. Then ask your child to estimate the quotient.
  6. Your child then solves the division problem using the standard algorithm.

For example, you flip three cards with the numbers 3, 1, and 2; it represents 312. Your child flips two cards with the numbers 5 and 1; it represents 51. You write  $312 \div 51$  and say, “Estimate how many times 51 can go into 312.” She says, “Six,” and then solves the division problem using the standard algorithm. (The answer is 6 with a remainder of 6.)