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Interpreting Remainders Worksheet-4

1. State whether true or false: On dividing 709 by 9, we get 6 as the remainder.
2. All the students in a school collected \$84400 for the upcoming trip. If each student chipped \$18 but two of the students chipped \$10 only, find out the total number of students in the school.



3. Match the following:

Column A	Column B
1. $7654 \div 4$	a. Quotient=59
2. $295 \div 5$	b. Remainder=5
3. $2345 \div 10$	c. Remainder=2

4. What will be the remainder? $7706 \div 9$

5. Fill in the blanks to complete the given division.

	0	<input type="text"/>	8	<input type="text"/>
4	1	1	5	6
	-	<input type="text"/>		
		3	5	
	-	<input type="text"/>	<input type="text"/>	
			3	6
		-	3	<input type="text"/>
				<input type="text"/>

6. Find the missing value.

$$81 \div \underline{\quad} = 3$$

7. Rachel needs 5614 balloons for the party but balloons come in a pack of 6. How many packs should he buy? Also, find the number of balloons she gets extra?



8. What will be the values of quotient and remainder when 9868 is divided by 14?

9. Find the remainder when we divide 244120 by 8.

10. A farmer wants to plant 9813 crops in the field. Can he plant them in rows having 17 plants each without any plants left? If no, find the number of plants left out.



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- Gary Schwartz

"Cuemath is great because my son has a one-on-one interaction with the teacher. The instructor has developed his confidence and I can see progress in his work. One-on-one interaction is perfect and a great bonus."

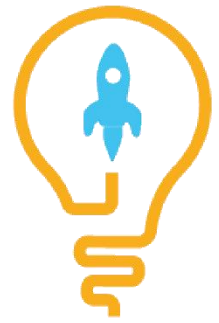
- Kirk Riley

"I appreciate the effort that miss Nitya puts in to help my daughter understand the best methods and to explain why she got a problem incorrect. She is extremely patient and generous with Miranda."

- Barbara Cabrera

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ANSWERS

1)	False																																								
2)	4688 students																																								
3)	1-c, 2-a, 3-b																																								
4)	2																																								
5)	<table><tr><td></td><td>0</td><td>2</td><td>8</td><td>9</td></tr><tr><td>4</td><td>1</td><td>1</td><td>5</td><td>6</td></tr><tr><td></td><td>-</td><td>8</td><td></td><td></td></tr><tr><td></td><td></td><td>3</td><td>5</td><td></td></tr><tr><td></td><td>-</td><td>3</td><td>2</td><td></td></tr><tr><td></td><td></td><td></td><td>3</td><td>6</td></tr><tr><td></td><td></td><td>-</td><td>3</td><td>6</td></tr><tr><td></td><td></td><td></td><td></td><td>0</td></tr></table>		0	2	8	9	4	1	1	5	6		-	8					3	5			-	3	2					3	6			-	3	6					0
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		-	3	6																																					
				0																																					
6)	27																																								
7)	936 packs, 2 balloons extra																																								
8)	Quotient=704 Remainder=12																																								
9)	0																																								
10)	No, 4 plants will be left																																								

FUN FACT

1. Dividing any number by 1 does not change the value of the number.
2. There are two basic divide symbols that represent division. (\div and $/$)
3. There are four parts of [division](#).
[Divisor](#), [quotient](#), dividend and [remainder](#).

