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LONG DIVISION WITH REMAINDERS WORKSHEETS-III

1) Calculate the remainder using long division.

a) $24511 \div 17$

b) $70126 \div 27$

2) Divide 456 by 30 and write the values of quotient and remainder.

$$456 \div 30$$

Quotient

Remainder

Answer Q.3 and Q.4 based on the following information.

Amy is packing 720 pencils in different packets for her stationary shop, such that each packet has 11 pencils in it.

3) How many equal groups can be formed of 720 pencils if there should be 11 pencils in each group?

4) How many pencils will be left?

5) Divide the following numbers by 20 by long division and write the quotient in the box.

a) 76124

b) 3317

6) Solve:

$$86 \overline{) 10535}$$

7) Calculate the remainder after long division and verify your answer.
 $20012 \div 16$

8) Match the following columns:

Division Operation	Remainder
1. $111 \div 11$	a. 8
2. $840 \div 13$	b. 1
3. $975 \div 6$	c. 3

9) Fill in the blanks.

$$\begin{array}{r}
 \square \square \\
 \hline
 36 \overline{) 2412} \\
 \underline{- 216} \\
 252 \\
 \underline{- 25 \square} \\
 00 \square
 \end{array}$$

10) Find the remainder:

$$\begin{array}{r}
 \square \\
 \hline
 5 \overline{) 8484}
 \end{array}$$

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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."

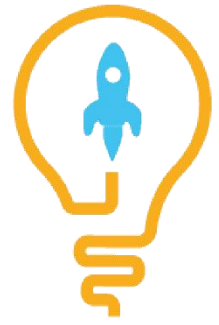
- Kirk Riley

"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."

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**ANSWERS**

1)	a) 14 b) 7
2)	Quotient = 15; Remainder = 6
3)	65
4)	5
5)	a) 3806 b) 17
6)	Quotient = 122; Remainder = 43
7)	12
8)	1--b; 2--a; 3--c
9)	6, 7, 2, 0
10)	4

FUN FACT

1. In English-speaking countries, division slash (\div) or division sign (\div) symbols are not used for long division, but instead constructs a tableau.
2. The horizontal bar of [fractions](#), used to indicate [division](#), introduced by the Arabs, although its use did not spread until 16th century.
3. The modern algorithm adopted to solve long division was introduced by Henry Briggs c. 1600 A.D.

