

FAMILY MATH

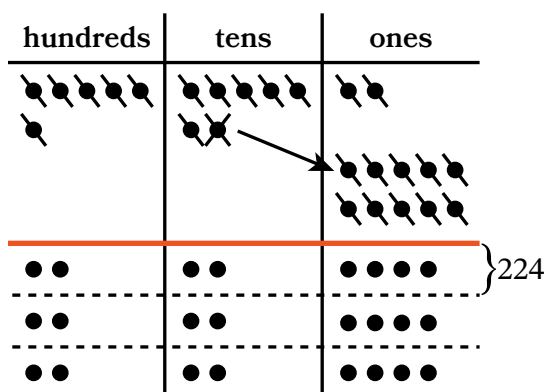
Division of Thousands, Hundreds, Tens, and Ones

Dear Family,

Your student is learning to divide three- and four-digit numbers by one-digit numbers. They begin by using place value charts and area models. They record their work from the place value chart as long division in vertical form and eventually use long division without the help of a place value chart. Ultimately, your student is encouraged to choose the division method that is most efficient for them based on the numbers they are dividing.

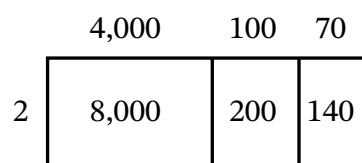
Key Term

long division



$$\begin{aligned} 672 \div 3 &= 2 \text{ hundreds} + 2 \text{ tens} + 4 \text{ ones} \\ &= 200 + 20 + 4 \\ &= 224 \end{aligned}$$

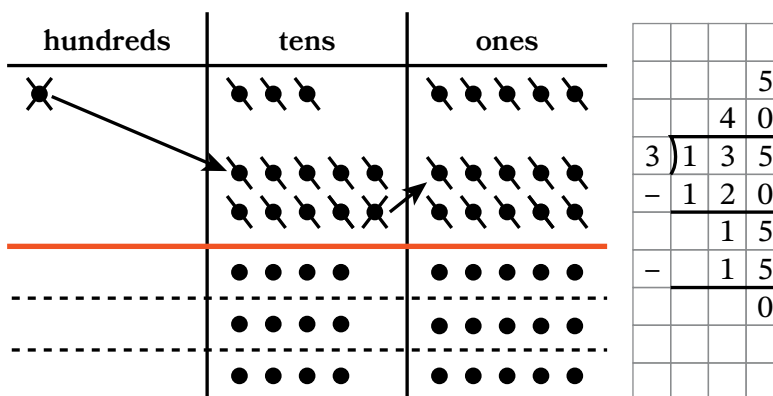
Students represent the total on a place value chart. Then, thinking about the divisor as the number of groups, they equally divide the amount in each place value. The number in each group is the quotient.



$$\begin{aligned} 8,340 \div 2 &= 4,000 + 100 + 70 \\ &= 4,170 \end{aligned}$$

Students draw area models to divide. They use the multiplication and division facts they know to break apart the total into parts that they can more easily divide.

$$135 \div 3 = \underline{\hspace{2cm}}$$



Students use place value charts to help them make sense of long division.

At-Home Activity

Divide an Even Number

Encourage your student to look for a three- or four-digit number that is even. Following are a few examples to help guide their thinking.

- Your student's favorite basketball team scored 114 points in their last game.
- Your house or building number is 1106.
- Your student scored 5,294 points in their online game.

Ask your student to divide the number they have chosen by 2 by using the three different methods they have been learning. Have them check their answers by making sure all three quotients are the same. Discuss which method seemed the most efficient to them and why.