



# Student DIRECTIONS

Read the directions at the top of each center to learn what to do.  
Most centers will have you do one of two things:

## TYPING CENTERS

Boxes like this: # are where you should type just a number as your answer.

Boxes like this: Type are where you should type numbers, words, and/or equations for your answer.

## DRAG AND DROP CENTERS

Some centers have objects like these:



You will need to click and drag them to where they belong.

## SPECIAL CENTERS → → →

Sometimes, you will need to do more than type or drag and drop to complete a center. These special centers will have tips from the characters to help you. Scroll to the side of this slide to find one!



# Notes to the TEACHER

There are several ways you can use these math centers in and out of the classroom!

They can be used as an independent math practice for your students. Students can complete them on in class devices while you're working with guided math groups. These digital math centers can also be used as an option for bell work if your students have 1:1 ratio with devices. They would work well as a warm-up before starting math instruction.

This resource is also a great solution for distance learning. Students can work on the math centers through out the week. All centers include student friendly directions for students to be able to navigate through the centers independently.

In most of the centers students are asked to fill in blanks or drag and drop items to solve problems. If there are special directions to follow, there are tips given by the clipart characters that explain and give examples of what to do.

I allow my students to complete the centers in any order that they wish. They love having some choice during centers.

The following pages have some frequently asked questions about using these digital centers files in Google Classroom.

# 6

# QUOTIENT SORT

Sort the equation under the correct quotient.

18

24

36

$288 \div 8 =$

$120 \div 5 =$

$192 \div 8 =$

$108 \div 3 =$

$252 \div 7 =$

$180 \div 5 =$

$162 \div 9 =$

$216 \div 9 =$

$168 \div 7 =$

$108 \div 6 =$

$144 \div 8 =$

$72 \div 4 =$



# 9

# LONG DIVISION

Match the quotient to the equation.

$224 \div 8 = \square$

$840 \div 7 = \square$

$270 \div 5 = \square$

$1,920 \div 6 = \square$

$288 \div 4 = \square$

$2,192 \div 8 = \square$

$372 \div 2 = \square$

$4,131 \div 9 = \square$

$540 \div 6 = \square$

$2,872 \div 4 = \square$

718

320

272

120

124

54

28

72

459

90



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# VOCABULARY

Match the definition to the correct vocabulary word.

A. quotient

the number that another number is being divided by. In  $6 \div 3$ , it would be 3.

B. remainder

the number that is being divided. In  $4 \div 2$ , it would be 4.

C. divisible

a number that can be divided by another number without a remainder

D. dividend

a number that is left over after dividing

E. divisor

the solution to a division problem

