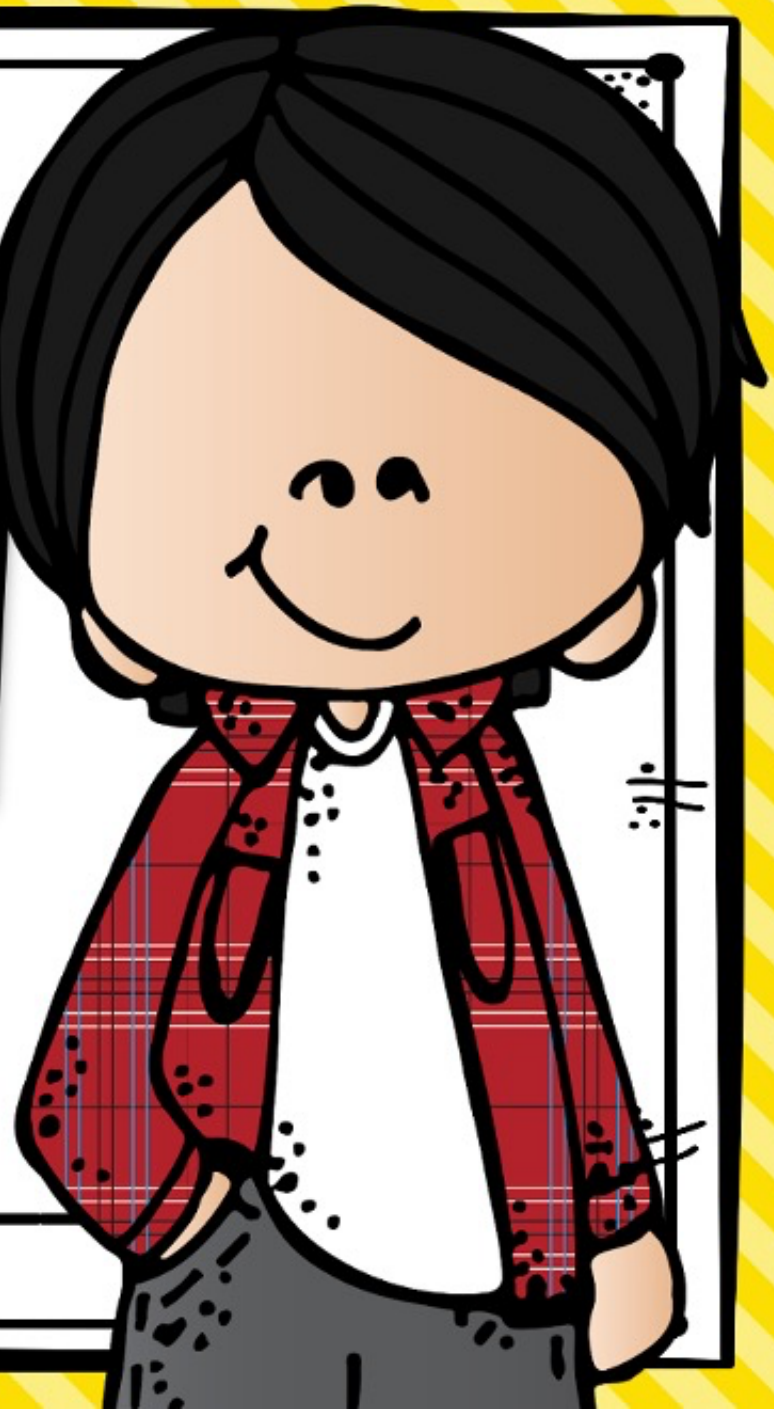
Fifth Grade DIVISION math centers



Name: Type _____

The Primary Girl

Not So Wimpy Teacher

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:

4 | 30 cents | 20

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 specials 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.

4 2-DIGIT DIVISOR

Solve each problem and match the correct answer.

A. 6,845 ÷ 37 =	B. 24,485 ÷ 59 =
C. 20,398 ÷ 62 =	D. 9,990 ÷ 27 =
E. 166,716 ÷ 18 =	F. 180,944 ÷ 43 =
G. 309,320 ÷ 76 =	H. 303,168 ÷ 96 =

329 370

415 3,158

185 4,070

4,208 9,262

7 REMAINDERS: THREE WAYS

Solve each division problem. Then, use the cards to show your quotient as a remainder, fraction, and a decimal.

A. $25\overline{)2135}$

B. $45\overline{)3879}$

C. $70\overline{)6146}$

	REMAINDER	FRACTION	DECIMAL
A.			
B.			
C.			

85 86 87

R9 R56 R10

2/5 1/5 8/10

.8 .2 .4

10 MULTIPLY OR DIVIDE?

Read each word problem. Decide if you need to use multiplication or division to solve the problem. Circle the operation, and then solve the problem.

A. There are 65 rows of seats in a lecture hall. Each row has 16 seats. How many seats are there in all?

MULTIPLY

DIVIDE

Type

B. A math teacher has $432 to buy new calculators. If each calculator costs $18, how many calculators can the teacher buy?

MULTIPLY

DIVIDE

Type

C. A jazz band wants to sell $360 worth of tickets. If each ticket costs $45, how many tickets will the band have to sell to meet its goal?

MULTIPLY

DIVIDE

Type

D. Carrie went to the grocery store and bought 36 boxes of donuts. There were 48 donuts in each box. How many donuts did Carrie buy?

MULTIPLY

DIVIDE

Type