

Name: _____ Date: _____

Remainders That Matter

GRADE 4

MATHEMATICS

B2.6

B2.5

Real bonuses rarely divide evenly. A leftover can be written as a fraction of the share, and it can also be a decision the class has to make. Both answers are worth giving.

PART A: LEFTOVERS AS FRACTIONS

1. \$27 divided between 4 students gives \$_____ each.
2. \$50 divided between 8 students gives \$_____ each.
3. \$95 divided between 6 students gives \$_____ each.
4. \$134 divided between 5 students gives \$_____ each.

PART B: WHAT TO DO WITH THE LEFTOVER

5. The class votes to split a \$250 bonus between 7 table groups. What does each group receive, and how much will not divide?

SHOW YOUR WORK

Answer: _____

6. Freya says a \$100 bonus among 8 groups is \$12 each with \$4 left. Sunita says it is \$12 $\frac{4}{8}$ each. Who is right?

SHOW YOUR WORK

Answer: _____

7. A \$432 class fund is split equally among 9 groups, and then each group splits its share equally between its 2 students. How much does each student receive?

SHOW YOUR WORK

Answer: _____

PART C: SCALING UP

8. A classroom job pays \$12 a week. Which expression gives the pay for 100 weeks?
(A) 12×100 (B) $12 + 100$ (C) $12 \div 100$
9. \$1,000 shared among 8 groups gives each group:
(A) \$125 (B) \$800 (C) \$1,008

PART D: DECIDE WHAT IS FAIR

10. A \$200 bonus is shared among 3 table groups and some money will not divide. Write what each group gets as a fraction, then suggest two fair ways the class could handle the leftover and say which one you would choose and why.

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ANSWER KEY

1. \$6 $\frac{3}{4}$
2. \$6 $\frac{2}{8}$, which is \$6 $\frac{1}{4}$
3. \$15 $\frac{5}{6}$
4. \$26 $\frac{4}{5}$
5. Each group receives \$35 and \$5 will not divide, which is \$35 $\frac{5}{7}$ each if the leftover is shared out as well.
6. Both are right. \$100 among 8 groups is \$12 each with \$4 left over, and sharing that leftover as well gives \$12 $\frac{4}{8}$, the same as \$12.50.
7. \$24 each, because every group gets \$48 and then halves it.
8. A) 12×100
9. A) \$125
10. \$200 among 3 groups is \$66 each with \$2 left over, or \$66 $\frac{2}{3}$ each if the leftover is shared. Fair options include holding the leftover in a class fund, rolling it into the next payday, or letting the groups vote on one thing to buy together. Any choice works if the reason given is about fairness rather than what is easiest.

TEACHER NOTES

Extension beyond the grade-level expectation: Part B question 2 asks students to recognise that two different-looking answers describe the same division, and Part B question 3 divides twice in a row. Part D has no single right answer on purpose, because deciding what to do with a leftover is the part of this expectation a worksheet usually skips.