



Name _____

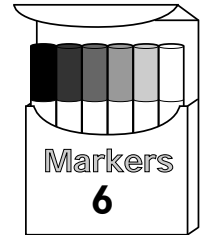
Problem-Solving Skill

R 2-3

Interpret the Remainder

When using division to solve a problem, a remainder can affect the solution. How you interpret the remainder depends on what is being divided and why.

Ms. Stanley needs to order enough boxes of markers so that each of her 28 students gets 1 marker. How many boxes of markers does she need to order?



You need to find out how many markers

Ms. Stanley needs to order so that each student gets 1 marker.

There are 6 markers in each box and 28 students in the class. Divide 28 students by 6 markers to find how many boxes need to be ordered.

$\begin{array}{r} 4 \text{ R}4 \\ 6 \overline{)28} \\ \underline{-24} \\ 4 \end{array}$	<p>If Ms. Stanley orders 4 boxes of markers, 4 students will not get a marker. She needs to order 5 boxes of markers so that each student gets 1 marker.</p>
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You can check your answer by multiplying.

5 boxes of markers \times 6 markers in each box = 30 markers

1. In the storeroom, folders are stored in packages of 8. What is the least number of packages needed for a class of 35 students? _____
2. The cafeteria workers store small milk cartons in the refrigerator in stacks of 6. If each worker carries no more than one stack, what is the least number of cafeteria workers needed to carry small milk cartons for a class of 32? _____
3. The school buys yogurt in packages of 4. If they need a yogurt each for 30 students, what calculation helps to determine how many packages they need to buy? _____
4. In the teachers' lunchroom, teachers sit at tables for 6. There are 22 teachers eating lunch. How many tables must be set up? _____