Grade 5   Unit 7   Week 6

Parents: Please help your child choose the most appropriate assignment(s) to complete each day. When the day's assignment is done, students finish the two reflection statements on this page.

Please note Extra Practice activities are on-level for the grade level. Re-Engage activities give students additional support.

Special Education students should use the Re-Engage lessons as shown in the weekly plans.

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic	Write a division word problem as a fraction.	Reason about multiplying fractions.	Reason about multiplying whole numbers by fractions that are greater than or less than one	Multiply fractions using an area model and an algorithm.	Solve problems that involve the multiplication of fractions and create a story to match.
Assignment	Unit 7 Lesson 2 Re-Engage Extra Practice	Unit 7 Lesson 4 Re-Engage Extra Practice	Unit 7 Lesson 6 Homework	Unit 7 Lesson 9 Re-Engage A Re-Engage B Re-Engage C Re-Engage D Extra Practice	Unit 7 Lesson 10 Re-Engage A Re-Engage B Extra Practice
Video link	Unit 7 Lesson 2 English Spanish **Student Support Video**	Unit 7 Lesson 4 English Spanish **Student Support Video**	Unit 7 Lesson 6 English Spanish **Student Support Video**	Unit 7 Lesson 9 English Spanish **Student Support Video**	Unit 7 Lesson 10 English Spanish **Student Support Video**
Fluency Practice	Fluency Check Division (8s) (Version A, B, C, or D)	Fluency Check Division (9s) (Version A, B, C, or D)	Online Facts Practice Division Families from 2 to 9 5-10 minutes	Division A Dividends within 100 (70 items)	Division B Dividends within 100 (70 items)
Reflection	One thing I was successful with is… One thing I need more help with is…	One thing I was successful with is… One thing I need more help with is…	One thing I was successful with is… One thing I need more help with is…	One thing I was successful with is… One thing I need more help with is…	One thing I was successful with is… One thing I need more help with is…

Find this packet on swunmath.com. Click on the hyperlinks to jump to the lesson videos.

Model

Steps:

1. Read and understand the problem.

2. Identify what is being divided into smaller parts. This is the dividend and the numerator of the fraction.

3. Identify how many groups the dividend will be partitioned into. This is the divisor and the denominator of the fraction.

4. Show the division as a fraction.

Reggie has 3 oranges. He wants to make 5 glasses of orange juice. How much of each orange will he use for each glass of orange juice?

What is being divided?	÷	How many equal groups?	=	Number in each group

numerator/dividend   denominator/divisor   quotient

3 oranges	÷	5 glasses	=	$\frac{3}{5}$

How many oranges?   each orange?   quotient

← numerator/dividend

← denominator/divisor

How many glass?   each glass?

Each glass will get ___$\frac{3}{5}$___ of an orange.

Structured Guided Practice

Directions: Write this division problem as a fraction.

1. Katin had 3 ice cream sandwiches. He will divide them equally for his 4 cousins. What amount of ice cream sandwich will each cousin get?

	÷		=	———

How much ice cream?   each ice cream?

How many cousins?   each cousin?

Each cousin will get _____ of an ice cream sandwich.

2. Tatum had to make 3 batches of cupcakes with 4 pounds of flour. If each batch of cupcakes received the same amount of flour, how much flour did each batch get?

	÷		=	———

How much flour?   each flour?

How many batches?   each batch?

Each batch will get _____ of a pound of flour.

Student Practice

Directions: Solve using an algorithm.

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1. Gary has 2 cats to feed over the next week. He has a 3 lb bag of food. If each cat eats the same amount of food, how much food does each cat eat?

   ▢ ÷ ▢ = ▢—

   How many cat?   each cat?

   How much food?   each food?

   Each cat will get _____

   pounds of the food.

---

2. Billy has 5 minutes to finish 6 math problems. How much time does he have for each problem?

   ▢ ÷ ▢ = ▢—

   How much time?   each time?

   How much problem?   each problem?

   Billy has _____ of a

   minute for each problem.

---

3. Andy has 4 lbs of nails to build 2 identical jungle gyms. How many pounds of nails will Andy use for each jungle gym?

   ▢ ÷ ▢ = ▢—

   How many pounds?   each nail?

   How many jungle gyms?   each jungle gym?

   Andy will use _____ pounds

   of the nails on each jungle gym.

Directions: Write the division problem as a fraction. Divide and solve using an area model.

1. What fraction do you get if you divide the whole number 2 by 10?

2. What fraction do you get if you divide the whole number 4 by 7?

3. Emily has 24 roses. She wants to place them into 6 vases. How many roses will Emily place into each vase?

4. Remy has 15 minutes to finish 10 math problems. How much time does she have for each problem?

Directions: Write the division problem as a fraction. Divide and solve using an area model.

5. What fraction do you get if you divide the whole number 5 by 9?

6. What fraction do you get if you divide the whole number 9 by 7?

7. Josie wants to jog 8 miles in 2 hours. How many miles does she need to run each hour?

8. Antonia has 7 bananas. She wants to make 3 smoothies with the same amount of bananas in each. How many bananas should each smoothie get?

Model

Steps:	Kristy's room is 10 feet wide and 15 feet long. Her mom's bedroom was recently re-modeled and it is 10 feet wide and 30 feet long. How does the area of Kristy's room compare to the are of her mom's room?

Steps:

1. Read and understand the problem.
2. Identify the common factor.
3. Compare the factors that are different two different ways.
4. Use the comparisons to state the relationship between the factors two different ways.

common factors:	Kristy's room: 10 × 15 Mom's room: 10 × 30
compare the different factors:	1. 15 is half of 30 2. 30 is 15 doubled.
statements:	1. The area of Kristy's room is half the area of her mom's room. 2. The area of Kristy's mom's room is double the area of Kristy's room.

Structured Guided Practice

Directions: Compare the factors.

1. Joe mowed a lawn that was 8 feet wide and 12 feet long. Bill mowed a lawn that was 24 feet wide and 12 feet long. How does the area that Joe mowed compare to the area that Bill mowed?

common factors:	
compare the different factors:	1. 2.
statements:	1. 2.

2. How does the product of 8 × 10 compare to the product of 8 × 100?

common factors:	
compare the different factors:	1. 2.
statements:	1. 2.

Student Practice

Directions: Compare the factors.

1. How does the product of 12 × 10 compare to the product of 12 × 100?	common factors:	
	compare the different factors:	1. 2.
	statements:	1. 2.

2. Gracie spent $40 at the supermarket while Kaya spent $20 at the supermarket. Compare how much each spent in two different ways.	common factors:	
	compare the different factors:	1. 2.
	statements:	1. 2.

3. Juan has to paint a side of his house that is 12 feet wide and 7 feet tall. Rodrigo has to paint a side of his house that is 12 feet wide and 21 feet tall. How does the area that Juan has to paint compare with the area Rodrigo has to paint?	common factors:	
	compare the different factors:	1. 2.
	statements:	1. 2.

4. How does the product of 324 × 15 compare to the product of 324 × 150?	common factors:	
	compare the different factors:	1. 2.
	statements:	1. 2.

Directions: Solve.

1. Remy is 4 years old. Her brother Phil is sixteen. Compare Remy's age to her brother's age.

2. Amanda had 36 stickers. Her friend, Sara, only had 9 stickers. How many times more stickers did Amanda have in comparison to Sara?

Name: _____

Date: _____

Directions: Solve.

3. David is 20 inches tall. His mom is 60 inches tall. Compare David's height to his mom's height.

4. Julius painted a wall that has a length of 20 ft. and a height of 10 ft. He has enough paint for another wall that has 4 times the area of the first wall. The height will be the same as the first wall. How long can the second wall be?

Directions: Solve.

5. Compare the product of 525 × 20 to the product of 525 × 80.

6. Maria's room has a width of 12 ft. and a length of 20 ft. Christy has a room with a width of 12 ft. and a length of 60 ft. Compare the area of Maria's room to the area of Christy's room.

Directions: Solve.

7. Frank collected 200 stamps. His brother, Eric, is just starting his collection and has 20 stamps. How many stamps does Eric have in comparison to Frank?

8. How does the product of 50 × 134 compare to the product of 25 × 134?

Directions: Solve by reasoning about multiplying by one.

Example:

Cindy has 13 pieces of thread. Each piece of thread is $2^3/_8$ meters long. Will the total length of the pieces be greater than or less than 13 meters?

Steps:
1. Read the problem.
2. Estimate.
3. Calculate using a model.
4. Compare answer to numbers in problem.

I know that 13 × 1 = 13. Since $2^3/_8$ is greater than 1, then $13 × 2^3/_8$ will also be greater than 13.

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1. Cindy has 13 pieces of meters. Each piece is $^4/_{12}$ of a meter long. Will the total length of pieces of thread be greater than or less than 13 meters?

---

2. Cathy is going to use 5 pieces of fabric to make napkins. She will cut the fabric into pieces that are $^8/_9$ of a yard long. Will the total length of the fabric be greater or than or less than 5 yards?

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3. Cathy is going to use 5 pieces of fabric to make napkins. She will cut the fabric into pieces that are $1\frac{4}{10}$ of a yard long. Will the total length of the fabric be greater or than or less than 5 yards.

4. Vickie has 7 containers. She will pour $\frac{3}{4}$ of a gallon of lemonade into each container. Will the total amount of lemonade be greater than or less than 7 gallons?

5. Vickie has 7 containers. She will pour $3\frac{1}{6}$ gallons of lemonade into each container. Will the total amount of lemonade be greater than or less than 7 gallons? Prove your reasoning.

6. Mrs. Smith will serve fruit punch in 6 pitchers. She will pour $2\frac{3}{5}$ liters of fruit punch into each pitcher. Will the total amount of fruit punch be greater than or less than 6 liters?

7. Mrs. Smith will serve fruit punch in 6 pitchers. She will pour $\frac{6}{8}$ of a liter of fruit punch into each pitcher. Will the total amount of fruit punch be greater than or less than 6 liters?

Model

Steps:

1. Draw each fraction. Use a highlighter to share the wholes and draw diagonal lines to shade the fraction.

2. Combine the two models together or lay the fraction model on top of each whole.

3. Count where there are both types of shading to find the answer.

$$3 \times \frac{1}{3} =$$

$$\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = \frac{3}{3} = 1$$

$$\frac{3}{3}$$

← # of parts with both types of shading

← # of total parts in one whole
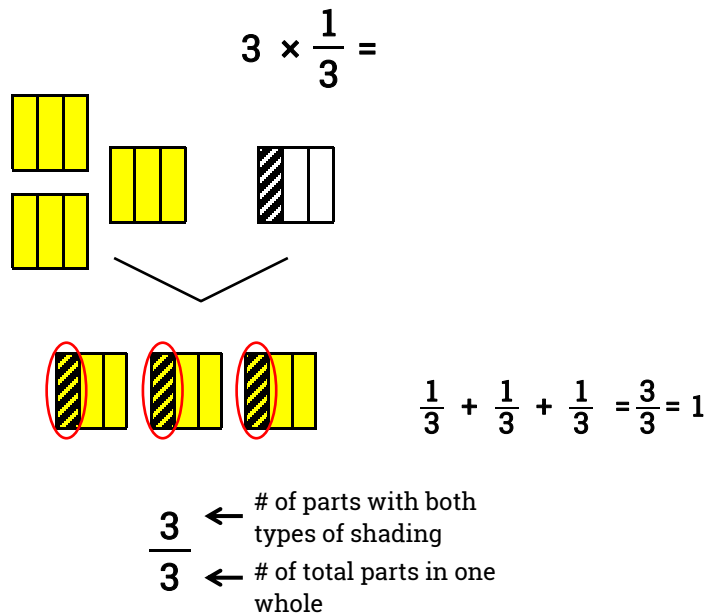
Structured Guided Practice

Directions: Solve using an area model.

1. $2 \times \dfrac{2}{4} =$
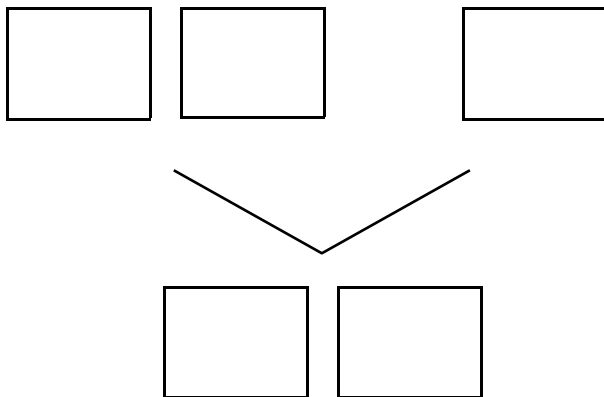
← # of parts with both types of shading

← # of total parts in one whole

_____ + _____ = _____

2. $3 \times \dfrac{1}{2} =$
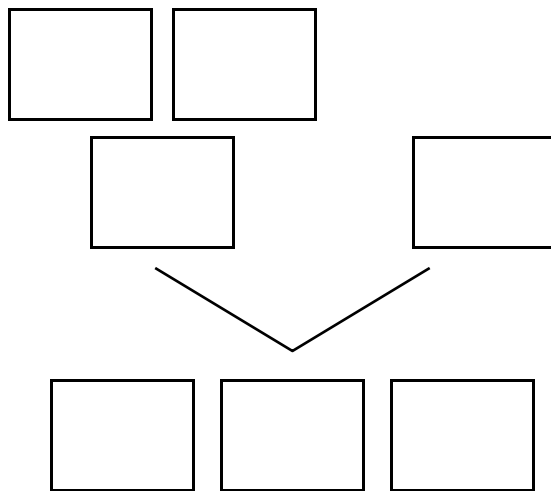
_____ + _____ + _____ = _____

Student Practice

Directions: Solve using an area model.

1. $2 \times \dfrac{1}{2} =$

⬜ ⬜ ⬜

⬜ ⬜
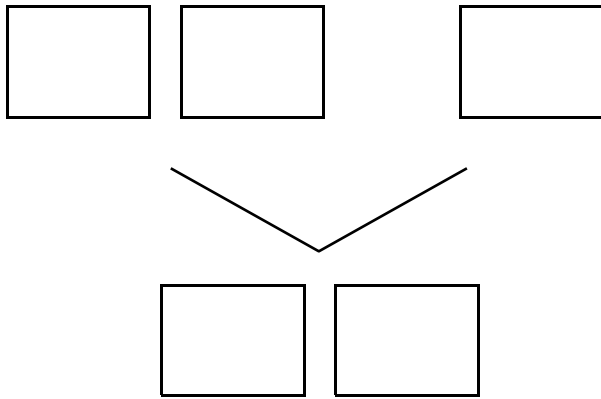
⟵ # of parts with both types of shading

⟵ # of total parts in one whole

___ + ___ = ___

2. $3 \times \dfrac{2}{3} =$
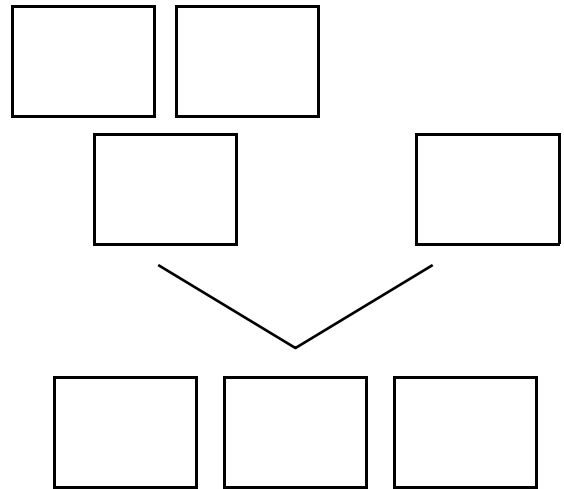
⬜ ⬜

⬜ ⬜

⬜ ⬜ ⬜

___ + ___ + ___ = ___

3. $3 \times \dfrac{2}{5} =$
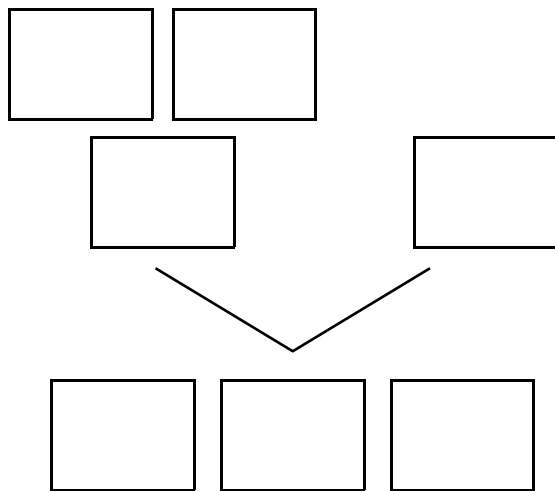
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___ + ___ + ___ = ___

4. $2 \times \dfrac{3}{4} =$
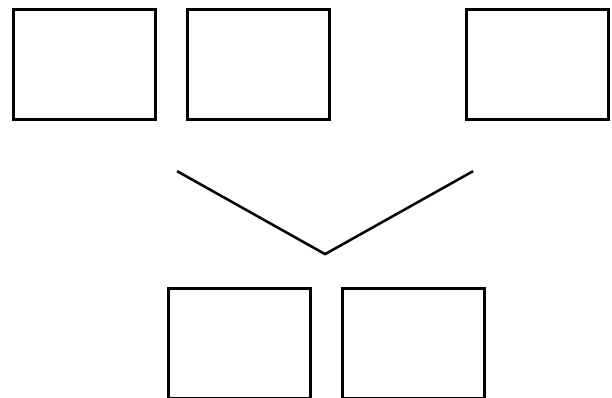
⬜ ⬜ ⬜

⬜ ⬜

___ + ___ = ___

Model

Steps:

1. Draw one fraction using horizontal lines and the other fraction using vertical lines.

2. Shade in one fraction with a highlighter and the other fraction with diagonal lines.

3. Combine both models together or lay one fraction model over the other.

4. The denominator is the total number of parts, and the numerator is represented by the number of parts with both types of shading.

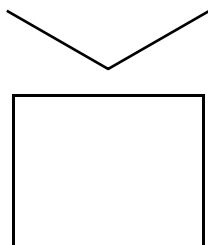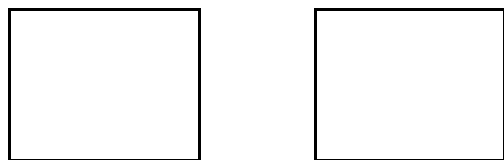$$\frac{2}{3} \times \frac{3}{4} =$$
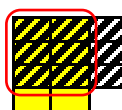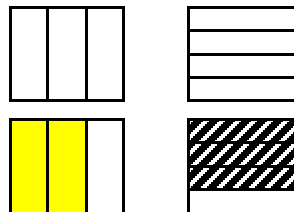
$$\frac{6}{12}$$

← # of parts with both types of shading
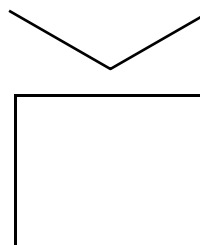
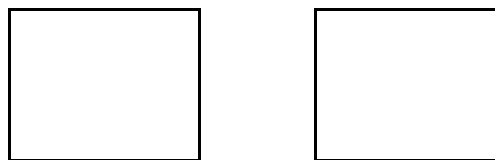← # of total parts

Structured Guided Practice

Directions: Solve using an area model.

1. $$\frac{2}{4} \times \frac{1}{3} =$$

← # of parts with both types of shading

_____ ← # of total parts

2. $$\frac{2}{3} \times \frac{1}{2} =$$

← # of parts with both types of shading
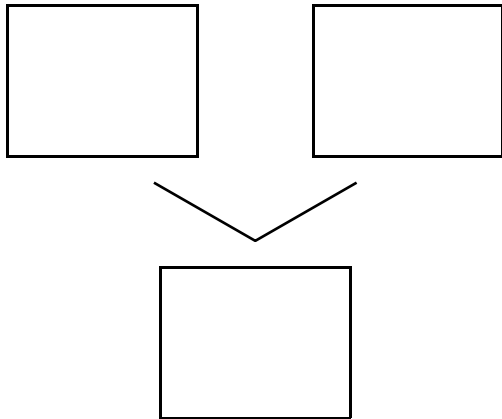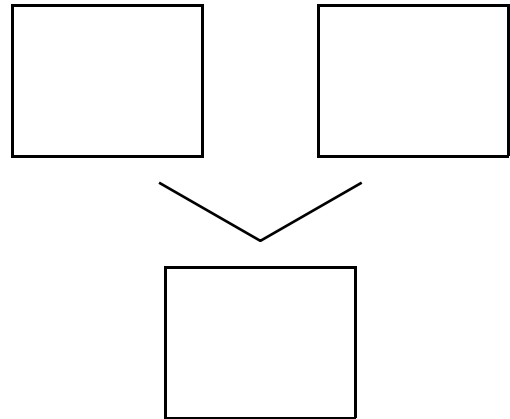
_____ ← # of total parts

Student Practice

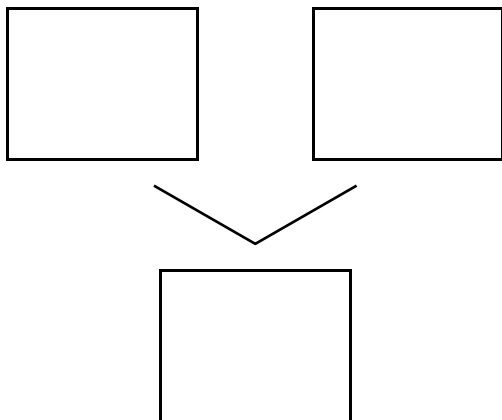**Directions:** Solve using an area model.

1. $\dfrac{2}{5} \times \dfrac{1}{3} =$

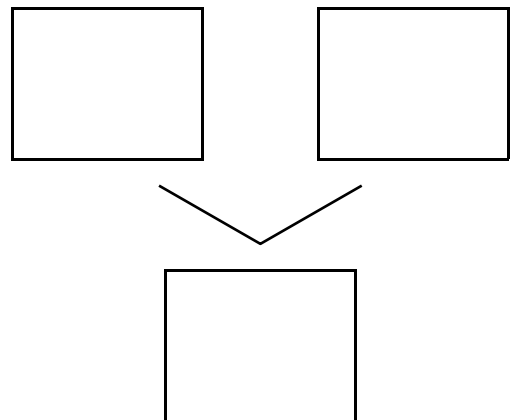⟵ # of parts with both types of shading

⟵ # of total parts

2. $\dfrac{1}{2} \times \dfrac{3}{4} =$

3. $\dfrac{2}{3} \times \dfrac{3}{5} =$

4. $\dfrac{4}{5} \times \dfrac{1}{2} =$

Model

Steps:

1. Change each mixed number to an improper fraction.

2. Multiply the numerators.

3. Multiply the denominators.

4. Change the improper fraction to a mixed number.

5. Simplify, if possible.

$$1\frac{2}{3} \times 1\frac{1}{2} =$$

$$1\,\frac{+2}{\times 3} = \frac{5}{3} \qquad 1\,\frac{+1}{\times 2} = \frac{3}{2}$$

$$\frac{5}{3} \times \frac{3}{2} = \frac{15}{6}$$

$$6\,\overline{)15}$$ $$\times\,2 \leftarrow \text{becomes the whole number}$$
$$-12$$
$$3 \leftarrow \text{becomes the numerator}$$

denominator

$$2\frac{3}{6} = 2\frac{1}{2}$$

Structured Guided Practice

Directions: Solve using an algorithm.

1. $1\frac{2}{5} \times 1\frac{1}{2} =$	2. $2\frac{1}{2} \times 2\frac{1}{3} =$

Student Practice

Directions: Solve using an algorithm.

1.
$$2\frac{3}{4} \times 3\frac{1}{3} =$$

2.
$$1\frac{1}{4} \times 4\frac{4}{5} =$$

3.
$$1\frac{1}{4} \times 1\frac{2}{3} =$$

4.
$$2\frac{1}{2} \times 2\frac{4}{5} =$$

Name: _____

Date: _____

Model

Multiply Fractions	Multiply Whole Numbers and Fractions	Multiply Mixed Numbers
$\dfrac{3}{4} \times \dfrac{2}{3} =$	$3 \times \dfrac{3}{4} =$	$1\dfrac{2}{3} \times 1\dfrac{1}{2} =$
$\dfrac{3}{4} \times \dfrac{2}{3} = \dfrac{6}{}$	$\dfrac{3}{1} \times \dfrac{3}{4} =$	$1\dfrac{+2}{\times 3} = \dfrac{5}{3} \qquad 1\dfrac{+1}{\times 2} = \dfrac{3}{2}$
$\dfrac{3}{4} \times \dfrac{2}{3} = \dfrac{6}{12}$	$\dfrac{3}{1} \times \dfrac{3}{4} = \dfrac{9}{}$	$\dfrac{5}{3} \times \dfrac{3}{2} = \dfrac{15}{6} \qquad 6\overline{)\,15}^{\times 2}$
	$\dfrac{3}{1} \times \dfrac{3}{4} = \dfrac{9}{4}$	$ \qquad\qquad \dfrac{-12}{3}$
$\dfrac{6}{12}\,{}^{\div 6}_{\div 6}= \dfrac{1}{2}$	$\dfrac{9}{4} = \dfrac{4}{4}+\dfrac{4}{4}+\dfrac{1}{4} = 2\dfrac{1}{4}$	$2\dfrac{3}{6} = 2\dfrac{1}{2}$

Structured Guided Practice

Directions: Solve using an algorithm.

1. $\dfrac{3}{5} \times \dfrac{1}{4} =$	2. $4 \times \dfrac{4}{5} =$
3. $5 \times 1\dfrac{2}{3} =$	4. $2\dfrac{3}{5} \times 1\dfrac{1}{4} =$

Student Practice

Directions: Solve using an algorithm.

1. $\dfrac{5}{6} \times \dfrac{1}{3} =$

2. $3 \times \dfrac{4}{5} =$

3. $\dfrac{5}{7} \times 4 =$

4. $4 \times 1\dfrac{2}{3} =$

5. $2\dfrac{1}{6} \times 5 =$

6. $3\dfrac{3}{4} \times 2\dfrac{1}{2} =$

Name: _____

Date: _____

Directions: Solve using an area model and an algorithm.

1. $\frac{3}{4} \times \frac{1}{2} =$

2. $\frac{2}{3} \times \frac{1}{4} =$

3. $\frac{5}{7} \times \frac{1}{2} =$

4. $2\frac{1}{3} \times \frac{3}{5} =$

Directions: Solve using an area model and an algorithm.

5. $2\frac{4}{5} \times \frac{1}{4} =$

6. $1\frac{1}{4} \times 1\frac{1}{6} =$

7. $2\frac{1}{3} \times 2\frac{1}{2} =$

8. $2\frac{3}{4} \times \frac{2}{5} =$

Model

Steps:

1. Multiply the numerators.

2. Multiply the denominators.

3. Simplify, if possible.

$$\frac{3}{4} \times \frac{2}{3} =$$

$$\frac{3}{4} \times \frac{2}{3} = \frac{6}{}$$

$$\frac{3}{4} \times \frac{2}{3} = \frac{6}{12}$$

$$\frac{6}{12} \begin{matrix} \div 6 \\ \div 6 \end{matrix} = \frac{1}{2}$$

Structured Guided Practice

Directions: Solve using an algorithm.

1. $\frac{4}{6} \times \frac{3}{4} =$	2. $\frac{3}{4} \times \frac{1}{2} =$
3. $\frac{2}{3} \times \frac{1}{2} =$	4. $\frac{1}{3} \times \frac{1}{4} =$

Student Practice

Directions: Solve using an algorithm.

1. $\dfrac{7}{8} \times \dfrac{5}{7} =$

2. $\dfrac{4}{6} \times \dfrac{7}{8} =$

3. $\dfrac{2}{5} \times \dfrac{2}{3} =$

4. $\dfrac{2}{6} \times \dfrac{1}{2} =$

5. $\dfrac{3}{5} \times \dfrac{1}{2} =$

6. $\dfrac{1}{4} \times \dfrac{2}{3} =$

Model

Steps:

1. Change the whole number into a fraction.

2. Multiply the numerators.

3. Multiply the denominators.

4. Simplify, if possible.

$$3 \times \frac{3}{4} =$$

$$\frac{3}{1} \times \frac{3}{4} =$$

$$\frac{3}{1} \times \frac{3}{4} = \frac{9}{}$$

$$\frac{3}{1} \times \frac{3}{4} = \frac{9}{4}$$

$$\frac{9}{4} = \frac{4}{4} + \frac{4}{4} + \frac{1}{4} = 2\frac{1}{4}$$

Structured Guided Practice

Directions: Solve using an algorithm.

1. $2 \times \frac{3}{4} =$	2. $4 \times \frac{1}{2} =$
3. $3 \times \frac{1}{2} =$	4. $3 \times \frac{1}{4} =$

Student Practice

Directions: Solve using an algorithm.

1. $5 \times \dfrac{5}{7} =$

2. $6 \times \dfrac{7}{8} =$

3. $2 \times \dfrac{2}{3} =$

4. $6 \times \dfrac{1}{2} =$

5. $5 \times \dfrac{1}{2} =$

6. $4 \times \dfrac{2}{3} =$

Directions: Solve using an algorithm. Create a story that goes with the problem.

1. What is $4 \times \frac{2}{3}$?

2. What is $\frac{4}{8} \times \frac{2}{5}$?

3. What is $2 \times \frac{1}{6}$?

Directions: Solve using an algorithm. Create a story that goes with the problem.

4. What is $^3/_5 \times {}^1/_4$?

5. What is $5 \times {}^2/_7$?

6. What is $^3/_5 \times {}^4/_7$?

Name: _____

Fluency Check

Division Facts
8s

$32 \div 8 =$ _____

$56 \div 8 =$ _____

$8 \div 8 =$ _____

$72 \div 8 =$ _____

$40 \div 8 =$ _____

$80 \div 8 =$ _____

$48 \div 8 =$ _____

$64 \div 8 =$ _____

$16 \div 8 =$ _____

$24 \div 8 =$ _____

Version A

Name: _____

Fluency Check

Division Facts
8s

$8 \div 8 =$ _____

$72 \div 8 =$ _____

$80 \div 8 =$ _____

$48 \div 8 =$ _____

$24 \div 8 =$ _____

$64 \div 8 =$ _____

$16 \div 8 =$ _____

$32 \div 8 =$ _____

$56 \div 8 =$ _____

$40 \div 8 =$ _____

Version B

Name: _____

Fluency Check

Division Facts
8s

$24 \div 8 =$ _____

$64 \div 8 =$ _____

$16 \div 8 =$ _____

$8 \div 8 =$ _____

$72 \div 8 =$ _____

$80 \div 8 =$ _____

$48 \div 8 =$ _____

$40 \div 8 =$ _____

$56 \div 8 =$ _____

$32 \div 8 =$ _____

Version C

Name: _____

Fluency Check

Division Facts
8s

$80 \div 8 =$ _____

$48 \div 8 =$ _____

$40 \div 8 =$ _____

$56 \div 8 =$ _____

$32 \div 8 =$ _____

$24 \div 8 =$ _____

$64 \div 8 =$ _____

$16 \div 8 =$ _____

$8 \div 8 =$ _____

$72 \div 8 =$ _____

Version D

Name: _____

Fluency Check ✓

Division Facts
9s

36 ÷ 9 = _____

63 ÷ 9 = _____

9 ÷ 9 = _____

81 ÷ 9 = _____

45 ÷ 9 = _____

90 ÷ 9 = _____

54 ÷ 9 = _____

72 ÷ 9 = _____

18 ÷ 9 = _____

27 ÷ 9 = _____

Version A

Name: _____

Fluency Check ✓

Division Facts
9s

9 ÷ 9 = _____

81 ÷ 9 = _____

90 ÷ 9 = _____

54 ÷ 9 = _____

27 ÷ 9 = _____

72 ÷ 9 = _____

18 ÷ 9 = _____

36 ÷ 9 = _____

63 ÷ 9 = _____

45 ÷ 9 = _____

Version B

Name: _____

Fluency Check ✓

Division Facts
9s

27 ÷ 9 = _____

72 ÷ 9 = _____

18 ÷ 9 = _____

9 ÷ 9 = _____

81 ÷ 9 = _____

90 ÷ 9 = _____

54 ÷ 9 = _____

45 ÷ 9 = _____

63 ÷ 9 = _____

36 ÷ 9 = _____

Version C

Name: _____

Fluency Check ✓

Division Facts
9s

90 ÷ 9 = _____

54 ÷ 9 = _____

45 ÷ 9 = _____

63 ÷ 9 = _____

36 ÷ 9 = _____

27 ÷ 9 = _____

72 ÷ 9 = _____

18 ÷ 9 = _____

9 ÷ 9 = _____

81 ÷ 9 = _____

Version D

Name_____ **Date**_____

$6\overline{)36}$ $9\overline{)54}$ $8\overline{)72}$ $5\overline{)35}$ $7\overline{)35}$ $7\overline{)7}$ $2\overline{)10}$ $9\overline{)81}$ $5\overline{)25}$ $6\overline{)36}$

$4\overline{)20}$ $2\overline{)6}$ $4\overline{)8}$ $2\overline{)2}$ $5\overline{)45}$ $6\overline{)42}$ $7\overline{)28}$ $9\overline{)63}$ $6\overline{)48}$ $6\overline{)12}$

$5\overline{)10}$ $9\overline{)18}$ $2\overline{)8}$ $8\overline{)64}$ $2\overline{)12}$ $3\overline{)12}$ $6\overline{)54}$ $9\overline{)72}$ $2\overline{)16}$ $7\overline{)49}$

$8\overline{)8}$ $7\overline{)21}$ $3\overline{)27}$ $6\overline{)18}$ $1\overline{)8}$ $2\overline{)6}$ $4\overline{)24}$ $5\overline{)15}$ $2\overline{)14}$ $9\overline{)9}$

$3\overline{)24}$ $4\overline{)32}$ $6\overline{)6}$ $9\overline{)45}$ $6\overline{)30}$ $8\overline{)32}$ $7\overline{)14}$ $4\overline{)36}$ $7\overline{)63}$ $4\overline{)12}$

$5\overline{)20}$ $8\overline{)24}$ $4\overline{)16}$ $3\overline{)18}$ $5\overline{)40}$ $2\overline{)18}$ $8\overline{)16}$ $7\overline{)42}$ $3\overline{)12}$ $8\overline{)48}$

$6\overline{)42}$ $5\overline{)45}$ $2\overline{)2}$ $4\overline{)8}$ $2\overline{)6}$ $4\overline{)20}$ $6\overline{)12}$ $6\overline{)48}$ $9\overline{)63}$ $7\overline{)28}$

Name_____ **Date**_____

$3\overline{)24}$	$4\overline{)32}$	$6\overline{)6}$	$9\overline{)45}$	$6\overline{)30}$	$8\overline{)32}$	$7\overline{)14}$	$4\overline{)36}$	$7\overline{)63}$	$4\overline{)12}$
$8\overline{)8}$	$7\overline{)21}$	$3\overline{)27}$	$6\overline{)18}$	$1\overline{)8}$	$2\overline{)6}$	$4\overline{)24}$	$5\overline{)15}$	$2\overline{)14}$	$9\overline{)9}$
$5\overline{)20}$	$8\overline{)24}$	$4\overline{)16}$	$3\overline{)18}$	$5\overline{)40}$	$2\overline{)18}$	$8\overline{)16}$	$7\overline{)42}$	$3\overline{)12}$	$8\overline{)48}$
$6\overline{)42}$	$5\overline{)45}$	$2\overline{)2}$	$4\overline{)8}$	$2\overline{)6}$	$4\overline{)20}$	$6\overline{)12}$	$6\overline{)48}$	$9\overline{)63}$	$7\overline{)28}$
$6\overline{)36}$	$9\overline{)54}$	$8\overline{)72}$	$5\overline{)35}$	$7\overline{)35}$	$7\overline{)7}$	$2\overline{)10}$	$9\overline{)81}$	$5\overline{)25}$	$6\overline{)36}$
$4\overline{)20}$	$2\overline{)6}$	$4\overline{)8}$	$2\overline{)2}$	$5\overline{)45}$	$6\overline{)42}$	$7\overline{)28}$	$9\overline{)63}$	$6\overline{)48}$	$6\overline{)12}$
$5\overline{)10}$	$9\overline{)18}$	$2\overline{)8}$	$8\overline{)64}$	$2\overline{)12}$	$3\overline{)12}$	$6\overline{)54}$	$9\overline{)72}$	$2\overline{)16}$	$7\overline{)49}$