

$$\begin{array}{r}
 \text{c. } 583 \overline{)432,746} \quad (742 \text{ R } 160) \\
 \underline{4081} \\
 2464 \\
 \underline{2332} \\
 1326 \\
 \underline{1166} \\
 160
 \end{array}$$

$$\begin{array}{r}
 \text{d. } 735 \overline{)912,526} \quad (1,241 \text{ R } 391) \\
 \underline{735} \\
 1775 \\
 \underline{1470} \\
 3052 \\
 \underline{2940} \\
 1126 \\
 \underline{735} \\
 391
 \end{array}$$

An Ounce of Prevention

1. How well are the students doing in calculating with zero? Correct in class any problems encountered in the last lesson. Problem 2b in *Teaching Guide* includes a zero in the quotient.
2. Accuracy is one of the greatest problems in long division. Be sure the pupils cast out nines and correct their work if it fails to check