**AUTHOR:**

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The 25th squadron is divided in to even lines and rows, all except Joe. See how the bugs must divide into rows and columns for Joe to join the parade!

**Ages:** 4 to 8 Years**Interest Level:**

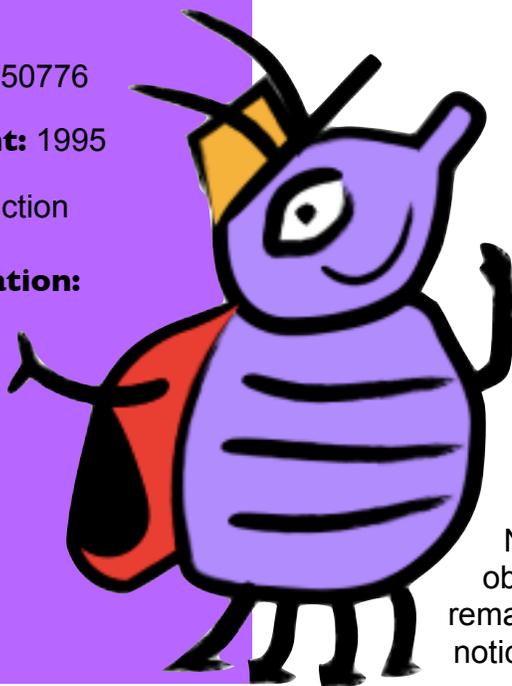
Preschool to 4th grade

**ATOS Reading Level:**

2.1

**Lexile:** 640L**ISBN:**

9780618250776

**Copyright:** 1995**Genre:** Fiction**Classification:**Picture  
Story

# A Remainder of One

*Will Joe be included in the 25th squadron?*

**Topics:** division, remainders, multiplication, arrays

**Math Connections:** Use *A Remainder of One* to introduce division and remainders. Before reading, talk about what it means to divide. Talk about how division is a mathematical operation. When you divide, you separate a number or quantity into groups that all have the same or equal parts. Sometimes a number can be divided into equal parts with no numbers left over. At other times after all of the numbers have been placed into equal groups there are numbers still remaining. The left over numbers are called the remainder. For example, when 32 is divided by ten, there are 3 groups of ten, but there are two left over. We would say that 32 divided by 10 is three (three groups) with a remainder of 2 (two left over).

Show your child how you would write the division problems in the story. For example, the first formation of the 25th squadron, is 25 divided by 2 because there are 25 bugs that are being divided into two columns. This can be written several ways:

$$25 \div 2 =$$

$$2 \overline{)25}$$

$$\begin{array}{r} 25 \\ \underline{2} \end{array}$$

Write equations for the other formations the bugs make in the story. Use twenty-five small objects and divide them into three groups, four groups, and five groups. Did you have a remainder?

Now try the same thing again, now use 26 and 27 objects instead of 25. What do you notice about the remainder this time? Talk about any differences you noticed and why you think it was different.

**Extension Questions:**

1. Are there other ways to divide the 25th Squadron into equal lines and rows? Why or why not?
2. What if there were only 20 bugs, what ways could you divide the bugs into rows and lines evenly?
3. If you divide 18 by 3 is there a remainder? What if you divide 19 by 3, is there a remainder? If there is a remainder, explain why?

**Early Math Project Resources:**

[None Left over](#)  
[Nada Sobre](#)

**Online Resources:**

[Building Arrays Activity](#)

<b>Vocabulary for Building Math Concepts</b>	25th, 90, degrees, division, eight, even, five, four, left, line, more, numbers, remainder, rows, six, three, twelve, two
<b>Vocabulary for Extending Math Concepts</b>	array
<b>Vocabulary for Reading Comprehension</b>	infantry, lonesome, misfit, oddball, orchard, scurried, slender, squadron

**Also available in:**  
 Chinese, Korean, French

**Related Books:**

*The Doorbell Rang* by Pat Hutchins, *Bean Thirteen* by Matthew McElligott

**Find this book at your local library:** <https://www.worldcat.org/title/remainder-of-one/oclc/37893938?referer=di&ht=edition>

## EARLY MATH PROJECT LITERATURE REVIEW

Age Level	Related Preschool Foundations and CA State Standards
Infant/ Toddler	Not applicable.
Preschool/ TK	<b>Number Sense 1.4</b> Count objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.
Kindergarten	<b>Number and Operations in Base Ten K.NBT.1</b> Work with numbers 11–19 to gain foundations for place value.
Grade 1	
Grade 2	
Grade 3	<b>Operations and Algebraic Thinking 3.OA.1</b> Represent and solve problems involving multiplication and division. <b>3.OA.7</b> Multiply and divide within 100.