1.Вычисли значения столбиком

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| 2 | 0 | 1 | 2 | 4 |  |  |  |  | 1 | 8 | 5 | 4 | 9 |  |  |  |  |  | 1 | 6 | 7 | 3 |  |  |  |  |  | 2 | 2 | 5 | 4 | 5 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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2.Запиши краткую запись к задаче, запиши решение и ответ.

Для праздника купили164 кг конфет, а фруктов в 2 раза больше. Всего получилось 56 пакетов конфет и 56 пакетов с фруктами. Сколько кг конфет и сколько кг фруктов положили в каждый пакет?

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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1.Вычисли значения столбиком

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| 2 | 0 | 1 | 2 | 4 |  |  |  |  | 1 | 8 | 5 | 4 | 9 |  |  |  |  |  | 1 | 6 | 7 | 3 |  |  |  |  |  | 2 | 2 | 5 | 4 | 5 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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2.Запиши краткую запись к задаче, запиши решение и ответ.

Для праздника купили164 кг конфет, а фруктов в 2 раза больше. Всего получилось 56 пакетов конфет и 56 пакетов с фруктами. Сколько кг конфет и сколько кг фруктов положили в каждый пакет?

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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2вариант

1. **Определи и запиши количество цифр в неполном частном. Выполни деление столбиком**.

821 : 6 2818 : 5 124 : 5 1842 : 6 52 : 14 167 : 62

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1. **Реши задачу. Вычисли и запиши ответ**.

Для подарков купили 126 яблок, а апельсинов – в 3 раза больше. Все фрукты разложили в 42 подарка. Сколько яблок и сколько апельсинов положили в каждый подарок?

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1 вариант

1. **Определи и запиши количество цифр в неполном частном. Выполни деление столбиком**.

624 : 7 9163 : 5 249 : 6 1224 : 4 64 : 16 165 : 52

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1. **Реши задачу. Вычисли и запиши ответ**.

Для класса купили 108 ручек, а карандашей – в 4 раза больше. Все ручки и карандаши раздали 27 учащимся. Сколько ручек и сколько карандашей досталось каждому ученику?

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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