6

DepED
DEPARTMENT OF EDUCATION

Mathematics

Quarter 1 – Module 9: Division of Decimals Up To 2 Decimal Places by Whole Numbers And Division of Mixed Decimals Up To 2 Decimal Places

ALTERNATIVE DELIVERY MODE
ADM

Mathematics – Grade 6
Alternative Delivery Mode
Quarter 1 – Module 9: Division of Decimals Up To 2 Decimal Places by Whole Numbers And Division of Mixed Decimals Up To 2 Decimal Places
First Edition, 2020

Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Author: Virgilio C. Failanza Jr.

Editors: Ma. Portia G. Galanto and Rebecca O. Billones, and Collin G. Sales

Reviewers: Elleda E. de la Cruz and Rosemarie D. Aclan, and Collin G. Sales

Illustrator: Virgilio C. Failanza Jr.

Layout Artist: Felizardo S. Valdez III

Management Team: Ma. Gemma M. Ledesma
Josilyn S. Solana
Elena P. Gonzaga
Donald T. Genine
Ma. Roselyn J. Palcat
Novelyn M. Vilchez
Elleda E. De la Cruz
Rosemarie D. Aclan
Arthur J. Cotimo
Felizardo S. Valdez III
Marve E. Gelera

Printed in the Philippines by _____

Department of Education – Region VI

Office Address: Duran Street, Iloilo City

Telefax: (033)336-2816, (033)509-7653
E-mail Address: region6@deped.gov.ph

6

Mathematics

Quarter 1 – Module 9: Division of Decimals Up To 2 Decimal Places by Whole Numbers And Division of Mixed Decimals Up To 2 Decimal Places

DepED
DEPARTMENT OF EDUCATION

Introductory Message

For the facilitator:

Welcome to the Mathematics 6 Alternative Delivery Mode (ADM) Module on Division of Decimals Up To 2 Decimal Places by Whole Numbers And Division of Mixed Decimals Up To 2 Decimal Places!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:

Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Mathematics 6 Alternative Delivery Mode (ADM) Module on Division of Decimals Up To 2 Decimal Places by Whole Numbers And Division of Mixed Decimals Up To 2 Decimal Places!
This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

 ***What I Need to Know***	This will give you an idea of the skills or competencies you are expected to learn in the module.
 ***What I Know***	This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.
 ***What's In***	This is a brief drill or review to help you link the current lesson with the previous one.
 ***What's New***	In this portion, the new lesson will be introduced to you in various ways; a story, a song, a poem, a problem opener, an activity or a situation.
 ***What is It***	This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
 ***What's More***	This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.
 ***What I Have Learned***	This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.
 ***What I Can Do***	This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.
 ***Assessment***	This is a task which aims to evaluate your level of mastery in achieving the learning competency.
 ***Additional Activities***	In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.

Answer Key — This contains answers to all activities in the module.

At the end of this module you will also find:

References — This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!

What I Need to Know

This module was designed and written with you in mind. It is here to help you master *dividing 2 decimal places by whole numbers*, *dividing decimals and mixed decimals up to 2 decimal places*. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module is divided into three lessons, namely:

- Lesson 1 – Dividing Decimals/Mixed Decimals Up to 2 Decimal Places by Whole Number
- Lesson 2 – Dividing Decimals Up to 2 Decimal Places
- Lesson 3 – Dividing Mixed Decimals Up to 2 Decimal Places

After going through this module, you are expected to:

1. divide decimals/mixed decimals up to 2 decimal places by whole numbers; **(M6NS-Ig-116.3)**
2. divide decimals up to 2 decimal places; **(M6NS-Ig-116.4)**
3. divide mixed decimals up to 2 decimal places; **(M6NS-Ig-116.4)** and
4. solve multi-step routine and non-routine problems involving division and any of the other operations of decimals, mixed decimals, and whole numbers including money using appropriate problem-solving strategies and tools. **(M6NS-Ij-120.3)**

What I Know

Find the value of **N**. Divide the following. Write your answer on your answer sheet.

1) 4.44 ÷ 4 = **N**

2) 0.12 ÷ 6 = **N**

3) 1.8 ÷ 9 = **N**

4) 16.24 ÷ 8 = **N**

5) 3.12 ÷ 6 = **N**

6) 39.26 ÷ 13 = **N**

7) 60.75 ÷ 15 = **N**

8) 281.40 ÷ 12 = **N**

9) 501.84 ÷ 17 = **N**

10) 1.17 ÷ 9 = **N**

Lesson 1 Dividing Decimals/Mixed Decimals Up To 2 Decimal Places by Whole Numbers

In this lesson you will learn how to divide decimals/mixed decimals up to 2 decimal places by whole numbers. To do this, divide them as whole numbers and write the decimal point of the quotient directly above the decimal point of the dividend. Moreover, you will solve routine and non-routine problems involving the skills you have learned in this lesson.

What's In

Find the quotient. Write your answers on your answer sheet.

1) 8 ÷ 0.64 = **N**

2) 72 ÷ 0.96 = **N**

3) 24 ÷ 0.15 = **N**

4) 19 ÷ 0.38 = **N**

5) 48 ÷ 0.32 = **N**

What's New

Read and study the problem below.

Hazel and her 3 friends bought some food at the canteen. The total bill was ₱62.40. If they share the bill equally, how much will each one pay?

What is It

To solve the problem, divide ₱62.40 by 4. Follow the steps below.

Step 1: Divide the numbers the way you divide whole numbers.

$$\begin{array}{r} 1 \\ 4\overline{)62.40} \\ -\ 4 \\ \hline 2 \end{array}$$

a. Divide; 6 ÷ 4 → There is only one (1) group of 4 in 6, so we write 1 on the quotient
b. Multiply: 1 x 4 = 4
c. Subtract: 6 – 4 = 2

Step 2: Bring down the next digit of the dividend 2 and annex it to the first remainder which is 2. This will form your new dividend which is 22.

$$\begin{array}{r} 15 \\ 4\overline{)62.40} \\ -\ 4\downarrow \\ \hline 22 \\ -\ 20 \\ \hline 2 \end{array}$$

a. Divide; 22 ÷ 4 → There are only five (5) groups of 4 in 22, so we write 5 on the quotient
b. Multiply: 5 x 4 = 20
c. Subtract: 22 – 20 = 2

Step 3: Align the decimal point of the dividend to the quotient.

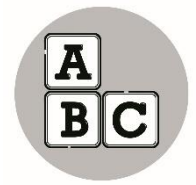
$$\begin{array}{r} 15. \\ 4\overline{)62.\uparrow} \\ -\ 4\downarrow \\ \hline 22 \\ -\ 20 \\ \hline 2 \end{array}$$

Step 4. Bring down the next digit of the dividend 4 and annex it to second remainder which is 2. This will form your next dividend which is 24.

$$
\begin{array}{r}
15.60 \\
4\overline{)62.40} \\
-\ 4 \\
\hline
22 \\
-\ 20 \\
\hline
24 \\
24 \\
\hline
0
\end{array}
$$

a. Divide; 24 ÷ 4 → There are only six (6) groups of 4 in 24, so we write 6 on the quotient
b. Multiply: 6 x 4 = 24
c. Subtract: 24 – 24 = 0
d. Since your remainder is already 0 and the last digit in the dividend is 0, you need not to bring it down anymore, instead bring it up or copy it to your quotient.

Therefore, each of them will pay ₱15.60 for some food at the canteen.



What's More

Find the quotient. Write your answer on your answer sheet.

1) $28\overline{)326.20}$

2) $12\overline{)62.40}$

3) $8\overline{)122.40}$

4) $14\overline{)229.25}$

5) $15\overline{)187.50}$

What I Have Learned

In dividing decimals/mixed decimals up to 2 decimal places by a whole number, divide them the way you divide whole numbers and write the decimal point of the quotient directly above the decimal point of the dividend.

What I Can Do

A. Find the quotient and write your answer on your answer sheet.

1) 43.75 ÷ 7 = **N**

2) 107.40 ÷ 12 = **N**

3) 320.40 ÷ 24 = **N**

4) 208.25 ÷ 17 = **N**

5) 79.92 ÷ 4 = **N**

B. Read and solve. Show your solution and answer on a separate sheet of paper.

6) Vangie, a store owner, has 8.12 kilograms of candies. If she puts the candies into 7 jars equally, how many kilograms will each jar contain?

7) On his birthday, Jessie receives a cash gift of P189.75. He wants to split the amount into three leisure activities namely: zoo tickets, game tickets and movie downloads. If he wants to budget the same amount for each activity, how much amount will he allot in each activity?

Assessment

Divide the following. Write your answer on your answer sheet.

1) 0.08 ÷ 2 = **N**

2) 0.14 ÷ 7 = **N**

3) 1.17 ÷ 9 = **N**

4) 0.24 ÷ 6 = **N**

5) 3.24 ÷ 4 = **N**

6) 36.36 ÷ 6 = **N**

7) 22.40 ÷ 4 = **N**

8) 126.24 ÷ 12 = **N**

9) 20.41 ÷ 13 = **N**

10) 2.16 ÷ 9 = **N**

Additional Activities

A. Divide the following. Write your answer on your answer sheet.

1) 60.24 ÷ 12 = **N**

2) 122.40 ÷ 8 = **N**

3) 229.25 ÷ 35 = **N**

4) 326.20 ÷ 28 = **N**

5) 46.95 ÷ 3 = **N**

B. Solve the following problems. Show your solution and answers in your activity notebook.

6) A restaurant owner bought 8 pieces of serving bowls for P302.80. How much each of the serving bowl cost?

7) A mango juice manufacturer has 72.24 liters of mango puree. He plans to divide it equally into 12 containers for his 12 customers. How many liters does each one container hold?

8) Rowena is buying 6 packs of cashew candies that cost ₱2.75 each. She wants to share these cashew candies with her two friends. She asks her 2 friends to pay her for their share. Including Rowena, how much does each one of them spend for a cashew candy?

9) What is the average speed in kilometer per hour of a car that travels 390.45 kilometers in 15 hours?

10) Edwin sold 15 kilos of calamansi and earned ₱431.25. How much each kilogram of calamansi cost?

Answer Key

What I Know	What's More	Assessment
1) 1.11 6) 3.02	1) 11.65	1) 0.04 6) 6.06
2) 0.02 7) 4.05	2) 5.2	2) 0.2 7) 5.60
3) 0.2 8) 23.45	3) 15.3	3) 0.13 8) 10.52
4) 2.03 9) 29.52	4) 16.375	4) 0.04 9) 1.57
5) 0.52 10) 0.13	5) 12.5	5) 0.81 10) 0.24
What's In	What I Can Do	Additional Activities
1) 12.5	**A.**	**A.**
2) 75	1) 6.25	1) 5.02
3) 160	2) 8.95	2) 15.3
4) 50	3) 13.35	3) 6.55
5) 150	4) 12.25	4) 11.65
	5) 19.98	5) 15.65
	B.	**B.**
	6) 1.16 kg	6) ₱37.85
	7) ₱63.25	7) 6.02 liters
		8) ₱5.50
		9) 26.03 kilometers
		10) ₱28.75

What I Know

Find the quotient. Show the solutions on your answer sheet.

1) 0.88 ÷ 0.22 = **N**

2) 0.42 ÷ 0.21 = **N**

3) 0.40 ÷ 0.05 = **N**

4) 0.24 ÷ 0.08 = **N**

5) 0.72 ÷ 0.04 = **N**

6) 0.81 ÷ 0.09 = **N**

7) 0.51 ÷ 0.17 = **N**

8) 0.52 ÷ 0.13 = **N**

9) 0.96 ÷ 0.32 = **N**

10) 0.48 ÷ 0.12 = **N**

Lesson 2 Dividing Decimals up to 2 Decimal Places

In this lesson you will learn how to divide decimals up to 2 decimal places by following these steps:

1. Change the divisor into whole a number by multiplying it by 10 (for decimals up to tenths) or by 100 (for decimals up to hundredths).
2. Multiply the dividend by the same number. Place the decimal point in the quotient.
3. Divide the dividend by the whole-number divisor.

What's In

Find the quotient. Write your answers on your answer sheet.

1) 104.56 ÷ 8 = **N**

2) 84.48 ÷ 12 = **N**

3) 0.72 ÷ 6 = **N**

4) 0.90 ÷ 15 = **N**

5) 117.91 ÷ 13 = **N**

What's New

Read and study the problem below.

> Michael has 0.36 meter of string. He cuts it into pieces measuring 0.06 m. How many pieces of string will he get?

What is It

To find the number of pieces of string Michael will get, divide 0.36 by 0.06. Follow these steps:

Step 1: Change the divisor into whole numbers by moving the decimal point two places to the right.

divisor $\Longrightarrow$ $0.06\overline{)0.36}$ $\Longrightarrow$ $6\overline{)0.36}$

Step 2: Move the decimal point of the dividend also two places to the right.

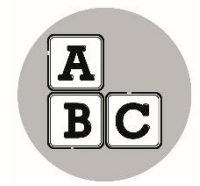
$6\overline{)0.36}$ $\Longleftarrow$ dividend $\Longrightarrow$ $6\overline{)36}$

Step 3: Divide as whole numbers.

$$\begin{array}{r} 6 \\ 6\overline{)36} \\ \underline{36} \\ 0 \end{array}$$

$\Longleftarrow$ quotient

Therefore, Michael can get 6 pieces of string which measures 0.06 m out from the original 0.36 meters.



What's More

This time find the quotient of the following mathematical expressions. Write the solutions on your answer sheet.

1) $0.84 \div 0.21 =$ **N**

2) $0.75 \div 0.25 =$ **N**

3) $0.57 \div 0.03 =$ **N**

4) $0.76 \div 0.19 =$ **N**

5) $0.96 \div 0.48 =$ **N**

What I Have Learned

In dividing decimals up to 2 decimal places, follow these steps:

1. Change the divisor into a whole number by multiplying it by 10 (for decimals up to tenths) or by 100 (for decimals up to hundredths).
2. Multiply the dividend by the same number. Place the decimal point in the quotient.
3. Divide the dividend by the whole-number divisor.

What I Can Do

A. On your answer sheet, divide the following.

1) 0.90 ÷ 0.18 = **N**

2) 0.66 ÷ 0.22 = **N**

3) 0.58 ÷ 0.29 = **N**

4) 0.87 ÷ 0.03 = **N**

5) 0.80 ÷ 0.40 = **N**

B. Read and solve what is asked. Use sheet of paper for your answers.

6) The thickness of a *120gsm bond paper* is 0.14 millimeter. How many pieces is 0.98 millimeter thick?

7) Margie has 0.85 grams of ground pepper. How many packs of 0.05 grams can she make from it?

Assessment

Divide the following. Show the solutions on your answer sheet.

1) 0.77 ÷ 0.11 = **N**

2) 0.60 ÷ 0.15 = **N**

3) 0.80 ÷ 0.20 = **N**

4) 0.24 ÷ 0.08 = **N**

5) 0.36 ÷ 0.09 = **N**

6) 0.86 ÷ 0.43 = **N**

7) 0.92 ÷ 0.46 = **N**

8) 0.54 ÷ 0.09 = **N**

9) 0.63 ÷ 0.07 = **N**

10) 0.95 ÷ 0.05 = **N**

Additional Activities

A. Find the quotient. Write your answers on your answer sheet.

1) 0.91 ÷ 0.13 = **N**

2) 0.84 ÷ 0.06 = **N**

3) 0.99 ÷ 0.11 = **N**

4) 0.72 ÷ 0.12 = **N**

5) 0.88 ÷ 0.20 = **N**

B. Solve the following problems. Write your solution and answers on your answer sheet.

6) Ray has a piece of wood that is 0.98 meter in length. He needs to cut pieces that are 0.07 meter in length. How many pieces of 0.07 meter in length Ray can cut from the piece of wood that is 0.98 meter?

7) In a mango bars factory, they make bars in different sizes. The small bars are sold in pieces and the big ones are packaged in chunks. Identical chunks weighing 0.15 kilogram each are made from a big mango bar weighing 0.90 kilogram. How many chunks can be made from each big mango bars?

8) Annabel and Lina are friends. One day, they went to a textile store to buy a piece of cloth that is 0.75 meter in length for face mask. How many pieces of 0.15-meter face mask can be made out of 0.75 meter piece of cloth?

9) Joy has 0.96 kilogram of salted cashew nuts. She wanted to give these cashew nuts to her friends in school. How many packs measuring 0.12 kilogram can she make out of it?

10) Jake has a 0.48-meter-long rope. How many pieces of 0.04 meter long can he cut from it?

Answer Key

What I Know	What's More	Assessment
1) 4	1) 4	1) 7 6) 2
2) 2	2) 3	2) 4 7) 2
3) 8	3) 19	3) 4 8) 6
4) 3	4) 4	4) 3 9) 9
5) 18	5) 2	5) 4 10) 19
6) 9	What I Can Do	Additional Activities
7) 3	A.	**A.**
8) 4	1) 5	1) 7
9) 3	2) 3	2) 14
10) 4	3) 2	3) 9
What' In	4) 29	4) 6
1) 13.07	5) 2	5) 4.4
2) 7.04	B.	**B.**
3) 0.12	6) 7 pieces	6) 14 pieces
4) 0.06	7) 17 packs	7) 6 chunks
5) 9.07		8) 5 pieces
		9) 8 packs
		10) 12 pieces

What I Know

Divide the following. Show the solution on your answer sheet.

1) 62.50 ÷ 1.25 = **N**

2) 402.50 ÷ 80.50 = **N**

3) 199.85 ÷ 28.55 = **N**

4) 48.30 ÷ 3.45 = **N**

5) 21.78 ÷ 1.21 = **N**

6) 15.96 ÷ 1.33 = **N**

7) 22.59 ÷ 2.51 = **N**

8) 4.72 ÷ 2.36 = **N**

9) 24.72 ÷ 6.18 = **N**

10) 112.14 ÷ 5.34 = **N**

Lesson 3 Dividing Mixed Decimals up to 2 Decimal Places

In this lesson you will learn how to divide mixed decimals up to two (2) decimal places by following these steps:

1. Change the divisor into whole a number by multiplying it by 10 (for decimals up to tenths) or by 100 (for decimals up to hundredths).
2. Multiply the dividend by the same number. Place the decimal point in the quotient.
3. Divide the dividend by the whole-number divisor.

What's In

Find the quotient. Show your solution on your answer sheet.

1) 0.96 ÷ 0.12 = **N**

2) 0.38 ÷ 0.95 = **N**

3) 0.87 ÷ 0.29 = **N**

4) 0.68 ÷ 0.32 = **N**

5) 0.78 ÷ 0.15 = **N**

What's New

Study the situations below and find out how it is solved.

Christine bought 66.25 kilograms of mangoes. She packed these into packs containing 13.25 kilograms each. How many packs did she make?

What is It

To solve for the number of packs Christine made, divide 66.25 by 13.25. Follow the steps below:

Step 1: Change the divisor into a whole number by moving the decimal point two places to the right.

divisor ⟹ $13.25\overline{)66.25}$ ⟹ $1325\overline{)66.25}$

Step 2: Move the decimal point of the dividend the same number of places as the divisor as shown below.

$1325\overline{)66.25}$ ⟸ dividend ⟹ $1325\overline{)6625}$

Step 3: Divide the dividend by the divisor the way you divide whole numbers.

```
      5   ⟸ quotient
1325)6625
 - 6625
      0
```

a. Divide; 6625 ÷ 1325 → There are only five (5) groups of 1325 in 6625, so we write 5 on the quotient.

b. Multiply: 5 x 1325 = 6625

c. Subtract: 6625 – 6625 = 0

Hence, Christine made 5 packs of mangoes containing 13.25 kilograms each.

The number 3.263 is divided by a 1-digit decimal number. It gives a quotient greater than 2 but less than 2.5. What is the number?

This kind of problem can be solved using *Systematic Listing Strategy.*

How to solve using *Systematic Listing Strategy?*

Note: Make sure you follow the *conditions* in the problem.

Conditions:

1. Your divisor should be a 1-digit decimal.

2. Your quotient should fall between 2 and 2.5.

In this case, to obtain a quotient greater than 2 but less than 2.5, assume that your divisor should be 1.6 or less.

Why divisor should be 1.6 or less?

If you narrow down your dividend to 3.2 only, the possible divisor is 1.6 to give you the quotient of 2. So, having a dividend greater than 3.2 which is 3.263 would give a result greater than 2 also if divided by 1.6. Notice that the number used for the quotient is slightly higher than 2 to fit the condition number 2.

Hence, possible divisors should be 1.6 or less to give an answer greater than 2.

Let's try to divide 3.263 by 1.6 now.

$3.263 \div 1.6 = 2.04$ (✓)

Using 1.6 as divisor fits all the conditions stated above. So, it is a solution to this challenge.

Is there another solution to the problem?

Will there be other 1-digit decimal divisor as to condition number 1 to fit the range of quotient which is greater than 2 but less than 2.5?

Let's try another divisor. How about 1.5?

$3.263 \div 1.5 = 2.18$ (✓)

Using 1.5 as your 1-digit decimal divisor also fits the conditions. So, you can also say that 1.5 is another correct answer.

How about 1.4?

3.263 ÷ 1.4 = 2.33 (✓)

It is also correct.

How about 1.3?

3.263 ÷ 1.3 = 2.51 (x)

If you use 1.3 as your 1-digit decimal divisor, you will get a quotient of 2.51, which is more than 2.5 or outside the given condition of between 2 and 2.5.

In that case you can use *Systematic Listing Strategy.*

Given: 3.263 ÷ ☐ = between 2 and 2.5.

Analysis: 3.2 ÷ 1.6 = 2

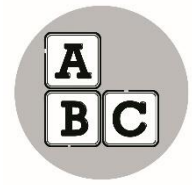
So, 3.263 which is greater than 3.2 will give quotient greater than 2. Then, if you will make your divisor less than 1.6 it will also give you quotient greater than 2. Thus, start exploring possible solutions from 1.6 and below to meet all given conditions.

Dividend	Possible Divisor	Quotient (rounded to 2-decimal digit)	Decision (✓) or (x)
3.263	1.6	2.04	✓
3.263	1.5	2.18	✓
3.263	1.4	2.33	✓
3.263	1.3	2.51	(x)

How about 1.7?

3.263	1.7	1.92	(x)

Therefore, this problem has 3 correct answers which are 1.4, 1.5 and 1.6 using *Systematic Listing Strategy.*



What's More

Try to study another example below:

Given: 17.84 ÷ 2.23 =?

Solution: **Step 1:** $2.23\overline{)17.84}$ **Step 2:** $223\overline{)17.84}$

8 ⟸ Answer

Step 3: $223\overline{)1784}$

-1784

0

Now, it's your turn to find the quotient. Show your solution on your answer sheet.

1) 97.50 ÷ 7.50 = 2) 133.29 ÷ 14.81 =

3) 115.75 ÷ 23.15 = 4) 243.10 ÷ 18.70 =

Read and solve. Show your solution on your answer sheet.

5) The number 20.85 is divided by a 1-digit decimal divisor that gives a quotient between 4 and 4.1. What is the divisor?

What I Have Learned

To divide mixed decimals up to two (2) decimal places, follow these steps:

1. Change the divisor into whole a number by multiplying it by 10 (for decimals up to tenths) or by 100 (for decimals up to hundredths).
2. Multiply the dividend by the same number. Place the decimal point in the quotient.
3. Divide the dividend by the whole-number divisor.

What I Can Do

A. In your answer sheet, divide the following:

1) 16.25 ÷ 1.25 = **N**

2) 177.32 ÷ 16.12 = **N**

3) 98.28 ÷ 3.64 = **N**

4) 12.15 ÷ 1.35 = **N**

5) 54.75 ÷ 3.65 = **N**

B. Read and solve. Show your solution on your answer sheet.

6) There are 2.54 centimeters in one inch. How many inches are there in 45.72 centimeters?

7) In a series, 2.35, 3.60, 4.85, 6.10,.., N, the 1st term is 2.35 and N is the 10th term. What is the quotient if the 10th term is divided by 1.6?

Assessment

Solve the following division equations on your answer sheet.

1) 3.45 ÷ 1.15 = **N**

2) 17.84 ÷ 2.23 = **N**

3) 94.76 ÷ 4.12 = **N**

4) 19.89 ÷ 2.21 = **N**

5) 18.24 ÷ 1.14 = **N**

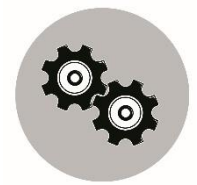
6) 16.94 ÷ 2.42 = **N**

7) 25.84 ÷ 3.23 = **N**

8) 35.02 ÷ 2.06 = **N**

9) 24.44 ÷ 6.11 = **N**

10) 12.56 is divided by a number with 1-digit decimal divisor. It gives a quotient greater than 3 but less than 3.5. What is the greatest possible value of the divisor?



Additional Activities

A. Divide the following. Write the solutions on your answer sheet.

1) 47.36 ÷ 11.84 = **N**

2) 264.18 ÷ 88.06 = **N**

3) 66.15 ÷ 3.15 = **N**

4) 175.76 ÷ 3.38 = **N**

5) 63.48 ÷ 31.74 = **N**

B. Read and solve. Show your solution on your answer sheet.

6) Ma'am Roselyn spends ₱87.65 for her snacks. If she takes her snacks twice a day, in how many days does her budget for snacks worth ₱1 051.80 last?
7) Mario drove his car in going to his office and consumed 1.04 liters of crude oil for every kilometer. How far did he drive after he consumed 13.78 of crude oil?
8) Aling Andet has 60.75 kilograms of cashew nuts. She repacked these in several bags. She put 2.25 kilograms in each bag. How many bags did she use to repack the cashew nuts?
9) Trexie has 15.75 meters of ribbon. She wants to cut it into pieces of 1.75 meters long. How many pieces of ribbon will she get?

10) The sum of all the rows, columns and the shaded diagonal only is 12. Complete the table and look for the value of A and B. Then, solve for the equation (A + B) ÷ 1.2.

2.61	4.32	
B		3.15

Answer Key

What I Know	What's More	Assessment
1) 50 6) 12	1) 13	1) 3 6) 7
2) 5 7) 9	2) 9	2) 8 7) 8
3) 7 8) 2	3) 5	3) 23 8)17
4) 14 9) 4	4)13	4) 9 9) 4
5) 18 10) 21	5) 5.1 and 5.2	5) 16 10) 4.1
What's In	What I Can Do	Additional Activities
1) 8	**A.**	**A.**
2) 0.4	1) 13	1) 4
3) 3	2) 11	2) 3
4) 2.125	3) 27	3) 21
5) 5.2	4) 9	4) 52
	5) 15	5) 2
	B.	**B.**
	6) 18 inches	6) 6 days
	7) 8.5	7) 13.25 kilometers
		8) 27 bags
		9) 9 pieces
		10) 7.125

References:

- Most Essential Learning Competencies (MELC) in Mathematics 6.

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph