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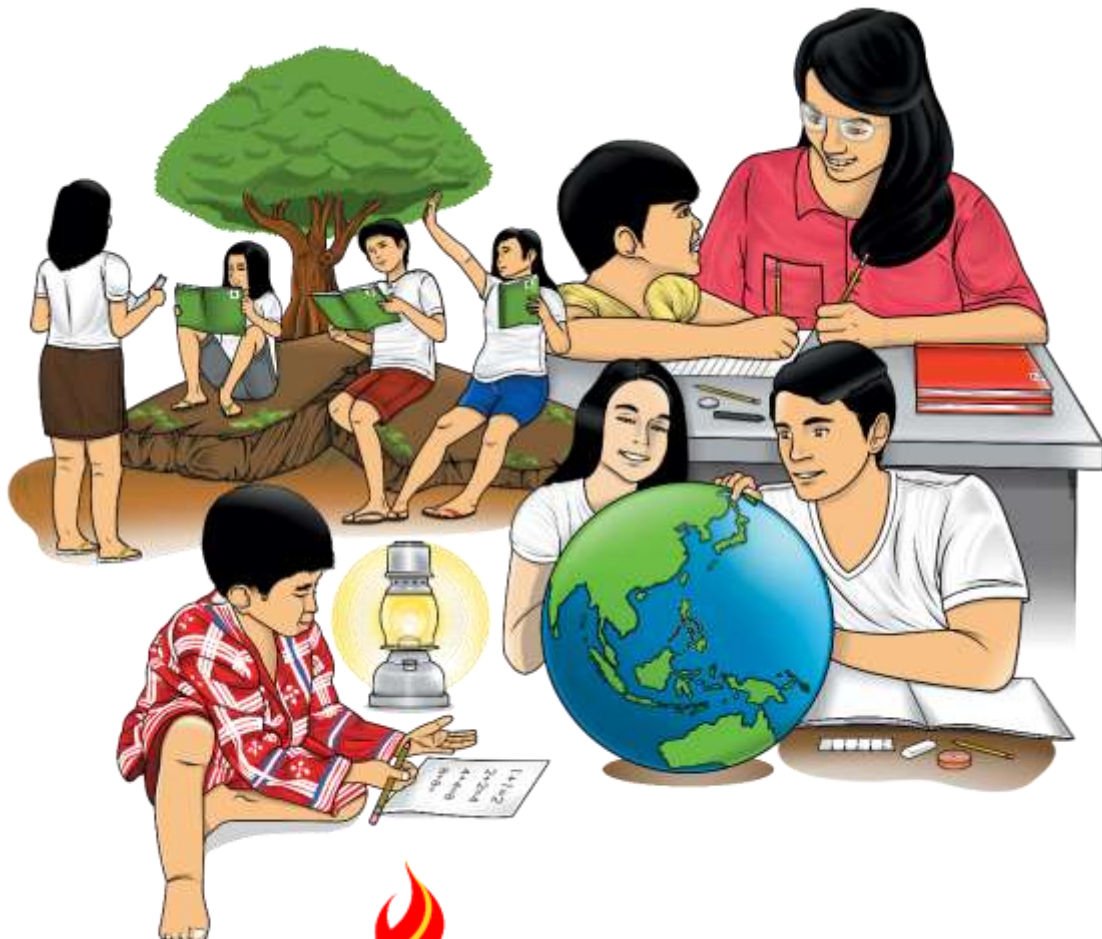
Mathematics

Quarter 1 – Module 4:
Solving Problems Involving Factors, Multiples and Divisibility Rules

**Mathematics – Grade 5
Alternative Delivery Mode
Quarter 1 – Module 4: Solving Problems Involving Factors, Multiples and Divisibility Rules
First Edition, 2020**

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Mathematics

Quarter 1 – Module 4: Solving Problems on Divisibility Rules

Introductory Message

For the Facilitator:

Welcome to the Math Grade 5 Alternative Delivery Mode (ADM) Module 4 on Solving Problems Involving Factors, Multiples and Divisibility Rules!

This module was collaboratively designed, developed and reviewed by educators from both public and private institutions to assist you, the teacher or facilitator, in helping the learners to 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 5 Alternative Delivery Mode (ADM) Module 4 on Solving Problems Involving Factors, Multiples and Divisibility Rules!

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 is composed of an activity 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 from the current lesson with the previous one.
	What's New	In this portion, the new lesson will be introduced to you in various ways: as 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. It 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 of the exercises using the Answer Key at the end of the module.
	What I Have Learned	This includes questions or fill in the blank sentence/paragraph to process what you have learned from the lesson.
	What I Can Do	This section provides you an activity that will help you transfer your new knowledge or skill for real-life situations or concerns.

	Assessment	This is another task that aims to evaluate your level of mastery in achieving the learning competency.
	Additional Activities	In this portion, another set of 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 it. Use a separate sheet of paper in answering the exercises.
2. Do not forget to answer '*What I Know'* before moving on to the next set activities included in the module.
3. Read the instruction/s 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 done answering it.

Should 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 learnings, and gain a deeper understanding of the relevant competencies integrated in the concepts and activities. You can do it

What I Need to Know

Hi, Mathlete!

In this module, you will learn how to solve routine and non-routine problems involving factors, multiples and divisibility rules for 2, 3, 4, 5, 6, 8, 9, 10, 11, and 12. This will help you find easier the factors of a big number by just looking at its digits.

When you are done with this module, you will be able to:

- solve routine and non-routine problems involving factors, multiples, and divisibility rules for 2, 3, 4, 5, 6, 8, 9, 10, 11, and 12.

What I Know

Directions: Solve the problem below using the four-step plan. Use a separate sheet of paper or your Math Activity Notebook.

> The pupils of Grade 5-Slate are having an experiment on the germination of seeds on different types of soil. One group received 36 mongo seeds and 33 corn seeds. They placed both the mongo and corn seeds into small pots such that seeds of the same types were divided equally into the small pots. How many small pots will they use for each kind of seed?

1. Understand
   a. Know what is asked:

   _____

   b. Know what are given:

   _____

2. Plan
   c. Determine the operation/ method/ procedure to be used.

   _____

3. Solve
   d. Use the method to solve the problem

   _____

4. Check and Look Back
   e. Check your answer

   _____

<table>
<tr><td>Lesson 1</td><td>Solving Routine and Non-routine Problems Involving Factors, Multiples, and Divisibility Rules for 2, 3, 4, 5, 6, 8, 9, 10, 11, and 12</td></tr>
</table>

A divisibility rule is a simple way of determining whether a given number is divisible by another number. It can be used to quickly find the factors of given numbers. "Divisible by another number" means a number can be divided by another number without any remainder.

What's In

In the previous module, you have learned how to find common factors by understanding the divisibility rules.

By looking at the digits of a large number or by doing simple calculations, you can easily tell whether a number is a factor of a given number. Remember that a number is divisible by:

➢ 2 – if it is even and ends in 0, 2, 4, 6, or 8
   Example: 106 is divisible by 2 because it ends in 6.

➢ 3 – if the sum of the digits of the number is divisible by 3
   Example: 315 is divisible by 3 because 3 + 1 + 5 = 9 and
                9 is divisible by 3.

➢ 4 – if the number formed by its last two digits is divisible by 4.
   Example: 6<u>12</u> is divisible by 4 because the number formed by its last two
                digits is 12, which is divisible by 4.

➢ 5 – if its ones digit is either 0 or 5
   Example: 487 58<u>0</u> is divisible by 5 because it ends in 0.

➢ 6 – if it is divisible by 2 and 3
   Example: 5 65<u>2</u> is even. The sum of its digits is 5 + 6 + 5 + 2 = 18, which
   is divisible by 3. So, 5 652 is divisible by 6 because it is divisible by both 2
   and 3.

> 8 – if the number formed by its last three digits is divisible by 8.
> **Example:** 913 <u>824</u> is divisible by 8, because the number formed by its last three digits is 824, which is divisible by 8.

> 9 – if the sum of its digits is divisible by 9.
> **Example:** 9 684 is divisible by 9 because the sum of all its digits is 9 + 6 + 8 + 4 = 27, and 27 is divisible by 9.

> 10 – if its ones digit is zero
> **Example:** 850 is divisible by 10 because 85<u>0</u> ends in 0.

11 – if the difference of the sum of the odd-positioned digits (starting from the left) and the sum of the even-positioned digits (starting from the left) is zero or if it is a multiple of eleven.

> **Examples:** 2 <u>376</u> is divisible by 11, because (2 + 7) – (3 + 6) = 0.
> <u>76</u> <u>813</u> is divisible by 11, because (7 + 8 + 3) – (6 + 1) = 11, which is a multiple of 11.

> 12 – if the sum of its digits is divisible by 3 and the number formed by its last two digits is divisible by 4.
> **Example:** 324 is divisible by 12 because the sum of all its digits is 3 + 2 + 4 = 9, which is divisible by 3. Also, the number formed by its last two digits is 24, which is divisible by 4.

Do the activity below:

Directions: Determine whether or not the given numbers are divisible by the number in each column. Put a check (✓) on the appropriate column. Number 1 is already done for you. Use your Math Activity notebook to answer this.

Number	Divisible by									
	2	3	4	5	6	8	9	10	11	12
1) 5 814	✓	✓			✓		✓			
2) 81 235										
3) 3 285										
4) 34 281										
5) 11 255										

What's New

Study the problem below

  Malopalo Elementary School is set to conduct a tree planting activity on September 1, 2020. All Grade 5 boys are expected to plant 50 seedlings, and the Grade 5 girls are to plant 30 seedlings. They will plant the seedlings in such a way that the trees will grow in equal numbers per row. What is the possible common number of trees in each row?

What Is It

  There are two types of word problems you may encounter. It could be:

❖ *Routine problems* that are useful for daily living; or

❖ *Non-routine problems* which are mostly concerned with developing mathematical reasoning and fostering an understanding that mathematics is a creative endeavor.

To answer the problem above, we can apply the Polya's technique in solving word problem:

1. Using POLYA'S four-step plan

  a. **Understand:**
    ➢ Know what is asked
     The common number of trees in each row
    ➢ Know what are given
      50 seedlings of boys
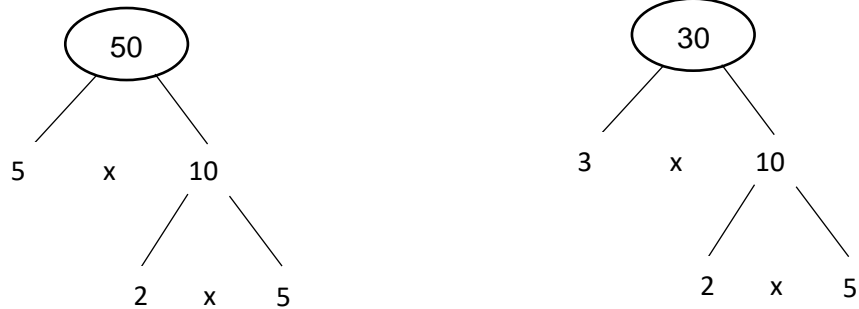   30 seedlings of girls
  b. **Plan:**
    ➢ Determine the operation/method/procedure to be used
     Find the common factors by factor tree method

c. **Solve:**

> ➢ Use any method to solve the problem
> Find the common factors of 50 and 30

1) By using Factor Tree technique

So, the common factors of 50 and 30 are 2,5, and 10

50 = 2 x 5 x 5	30 = 2 x 3 x 5
25 x 2	15 x 2
10 x 5	5 x 6
50 x 1	10 x 3
	30 x 1

2) By listing the factors

50 = 1, 2 , 5 , 10 , 25, 50

30 = 1, 2 , 3, 5 , 10 , 15, 30

Therefore, the listing method can be used also in getting the common factors of 50 and 30 which are divisible by 2, 5, and 10.

3) The Table Method

Number of Seedlings	Can trees be planted equally in a row by						
	2?	3?	4?	5?	6?	8?	10?
50 for boys	/	x	x	/	X	X	/
30 for girls	/	x	x	/	X	X	/

Answer: The possible common numbers of trees in each row are 2, 5, and 10.

d. Check and Lookback:

Check if 50 and 30 are divisible by 2, 5, and 10

50 ÷ 2 = 25	30÷2 =15
50 ÷ 5 = 10	30÷5 =6
50 ÷10 =5	30÷10 =3

Let's have another example

Delfin is willing to give a reward to whoever guesses his age this year. His clues state that his age is divisible by 12 and is multiple of 9, and that he is less than 51 years old. How old is Delfin?

a. Understand
- What is asked?
  The age of Delfin this year
- What are given?
  Age is divisible by 12
  Age is multiple of 9
  Age is less than 51

b. Plan
- What strategy can we use to solve this problem?
  Since there are just a few numbers less than 51 which are divisible by 12 and 9, we, will use Listing Method and Elimination

c. Solve
Delfin's age is less than 51, so our range is from 1-50, Listing all numbers divisible by 12 within that range, we have

12, 24, 36, 48

Another clue is that his age is a multiple of 9. Among the four numbers, we can eliminate 12, 24, and 48 because the only number that is multiple of 9 is 36.

Answer: Therefore, Delfin's age is 36

d. Check and look back
We check if our answer satisfies the clues provided by Delfin
- 36 is divisible by 12
- 36 is a multiple of 9
- 36 is less than 51

What's More

Directions: Solve the following problems involving factors, multiples, and divisibility rules for 2, 3, 4, 5, 6, 8, 9, 10,11, and 12.

1) Ruben is arranging 648 tiles fitted a bathroom. He wants to put the same number of tiles on each row. How many tiles can Ruben put on each row?
    A. 5   B. 11   C. 10   D. 12

2) Tessa is organizing 990 blocks into boxes at the toy store. She needs to put the same number of blocks in each box without any leftover blocks. How many boxes would Tessa use for the blocks?
    A. 4   B. 10   C. 12   D. 8

3) Around 420 players joined in the volleyball tournament. Each team should have the same number of players. How many players could there be on a team?
    A. 8   B. 9   C. 11   D. 12

4) David's little sister is playing with blocks. She wants to put all 63 of her blocks into stacks with the same number of blocks in each stack. How many blocks could David's sister put into a stack?
    A. 4   B. 6   C. 9   D. 10

5) What is the biggest three digits multiples of two that you can think of that uses the digits 5 and 8? Show your answer using any method.

What I Have Learned

After going through this module, I have learned that:

Solving word problems involving factors, multiples, and divisibility rules for 2, 3, 4, 5, 6, 8, 9, 10, 11, and 12 is done   using the 4-step process.

Understand:
- Know what is asked.
- Know the given facts.
- If any, determine the question.

Plan:
- Determine the operation to be used.
- Write the number sentence.

Solve:
- Use the operation in solving

Check and Look Back:
- Write the correct answer.

Non-routine problems can be done without using a standard procedure. They can be solved by drawing a picture, using a number line, acting-out, making a table, and many others.

Here's an example

Non-routine problem below;

1) Nelly's father wanted to buy a new single motor but he doesn't like numbers that are divisible by 3 or by 5. If all the single motor numbered between 100 and 150 are inclusive for sale, how many motors can he choose from? You may present your answer in any method you want to.

Directions: Solve the following problems. Use a separate sheet of paper.

1) Joseph planted 600 onions equally in 20 rows.   How many onions were planted in each row? If Joseph decided to plant at least 10 onions in each row, will it still be distributed equally?

     Understand:

     Plan:

     Solve:

     Check and look back:

2) Jerry and Henry love playing marbles. Jerry has 60 marbles while Henry has 80 marbles. They plan to keep their marbles in a clay jar. How many possible groups will there be if they are going to put them equally inside the clay jar respectively? Put a star ☆ if the number is divisible of the given number.

Number of Marbles	Can marbles be put in a clay jar equally by										
	2?	3?	4?	5?	6?	8?	9?	10?	11?	12?	20?
Jerry has 60											
Henry has 80											

For Non-Routine Problem: Take time to solve this. You may present your answers using a model or any method.

3) Find the largest possible five-digit number which is divisible by 12 or maybe divisible by 3 and 4, that you can make from the digits 3, 1, 4 and 5 and one more digit?

Assessment

Directions: Solve the following problems involving factors, multiples, and divisibility rules for 2,3,4,5,6,8,9,10,11, and 12. Write the letter of the correct answers on your answer sheet.

1) Ralph needs to set up 20 chairs for a mini concert. He wants to put the same number of chairs in each row with no chairs left. How many chairs could he put in a row?

    A. 9   B. 3   C.   6   D. 5

2) Editha wants to arrange 124 roses into vases. How many roses could she put in each vase without having any leftover roses?

    A.   10   B.   4   C.   5   D. 6

3) There are 632 guavas in the jars in a pantry. If each jar contains the same number of guavas, how many jars would there be?

    A.   4   b.   10   c. 3   d. 9

4) A slipper factory needs to ship an order of 620 pairs. The factory will ship the slippers in several boxes. Each box must contain the same number of pairs of slippers. How many boxes could the factory use for the order?

    A.   6   B.   9   C. 10   D. 3

5) A warehouse contains 6 432 boxes of milk, and each row has the same number of boxes. How many rows could there be?

    A.   9   B. 3   C.   5   D. 10

Additional Activities

Directions: Solve the problem below.

> Mrs. Velasco plans to arrange 27 boys and 18 girls in rows for her seat plan. She wishes to arrange them in such a way that only boys or girls will be there in a row. Find the common number of students that could be arranged in a row.

Solution to the problem:

1) Using the four-step plan (Routine)
   a. Understand:
   Know what is asked _____
   Know what are given _____
   b. Plan:
   Determine the operation/ method/ procedures to be used

   _____
   c. Solve:
   Use the method to solve the problems_____
   d. Check and look back: _____

Answer Key

What's More

1. D
2. B
3. A
4. D
5. Varied presentation

Assessment

1. D
2. B
3. A
4. C
5. B

What's In

1. 5, 814 = 2,3,6,9
2. 81,235 = 5,11
3. 3,285=3,5,9
4. 34,281=3,9
5. 11,255=5

What I Know

Using the 4-step plan

Understand:
a. Know what is asked: Common number of small pots.
b. Know what are given: 36 mongo seeds, 33 corn seeds

Plan:
c. Determine the operation/method/procedure to be used: Find the common factors by listing

Solve:
d. Use the method to solve the problem: By listing the factors
33 = 1,3,11,33
36= 1,3,4,6,9,12,36
The common factor of 33 and 36 is 3

Check and Look back
e. Check if the solution is correct

$33 \div 3 = 11$ $36 \div 3 = 12$

What I Can Do

Problem 1

Asked: Number of onions planted in a row
Given: 600 onions, 20 rows
Plan: Division
Solution: 600 ÷ 20 = 30
Check: 20 x 30 = 600, therefore, there are 30 onions planted in a row.

Problem 2

Jerry (60) = 2,3,4,5,6,10,12,20
Henry (80) = 2,4,5,8, 10, 20

Additional Activities

Using the four-step plan

Understand:
Asked: Common number of students to be divided in a row
Given: 27 boys and 18 girls

Plan: Find the common factors by listing

Solve/Solution: Listing the factors:
27 = 1,3,9,27
18 = 1,2,3,6,9,18
Therefore, common factors are **3 and 9.**

Check/lookback: 27 and 18 are divisible by 3 and 9.
$27 \div 3= 9$ $18 \div 3 = 6$
$27 \div 9 = 3$ $18 \div 9 = 2$

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