PIVOT 4A

LEARNER'S MATERIAL

QUARTER 2

Mathematics

G5

MELC -based SLM

DepEd CALABARZON

Curriculum and Learning Management Division

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The Editors

PIVOT 4A Learner's Material
Quarter 2
First Edition, 2020

Mathematics
Grade 5

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Guide in Using PIVOT 4A Learner's Material

For the Parents/Guardians

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) in Mathematics as prescribed by the Department of Education.

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

You are expected to assist the children in the tasks and ensure the learner's mastery of the subject matter. Be reminded that learners have to answer all the activities in their own notebook.

For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to :

a. answer all activities on separate sheets of paper;

b. accomplish the **PIVOT Assessment Card for Learners on page 37** by providing the appropriate symbols that correspond to your personal assessment of your performance; and

c. submit the outputs to your respective teachers on the time and date agreed upon.

Parts of PIVOT 4A Learner's Material

	K to 12 Delivery Process	Descriptions
Introduction	What I need to know	This part presents the MELC/s and the desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This maximizes awareness of his/her own knowledge as regards content and skills required for the lesson.
	What is new	
Development	What I know	This part presents activities, tasks and contents of value and interest to learner. This exposes him/her on what he/she knew, what he/she does not know and what he/she wants to know and learn. Most of the activities and tasks simply and directly revolve around the concepts of developing mastery of the target skills or MELC/s.
	What is in	
	What is it	
Engagement	What is more	In this part, the learner engages in various tasks and opportunities in building his/her knowledge, skills and attitude/values (KSAVs) to meaningfully connect his/her concepts after doing the tasks in the D part. This also exposes him/her to real life situations/tasks that shall: ignite his/ her interests to meet the expectation; make his/her performance satisfactory; and/or produce a product or performance which will help him/her fully understand the target skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	This part brings the learner to a process where he/she shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of his/her knowledge in reflecting, relating or using them effectively in any situation or context. Also, this part encourages him/her in creating conceptual structures giving him/her the avenue to integrate new and old learnings.
	What I can achieve	

This module is a guide and a resource of information in understanding the Most Essential Learning Competencies (MELCs). Understanding the target contents and skills can be further enriched thru the K to 12 Learning Materials and other supplementary materials such as Worktexts and Textbooks provided by schools and/or Schools Division Offices, and thru other learning delivery modalities, including radio-based instruction (RBI) and TV-based instruction (TVI).

WEEK 1

Place Value and the Value of a Digit of a Given Decimal Number Through Ten Thousandths

I Lesson

The place value and the value of each digit in a given decimal number depend on their places. After going through this lesson, you are expected to give the place value and the value of a digit of a given decimal number through ten thousandths.

Study the given table below. Observe how place value and value of each digits differ with each other.

Place Value	Hundreds	Tens	Ones	Decimal Point	Tenths	Hundredths	Thousandths	Ten Thousandths
Digits			0	•	2	3	4	5
Value			0	•	•2	•03	•004	•0005

In 0.2345 the digit 0 is a place holder of ones place. The digit 2 is in tenths place. Its value is 0.2 or 2 tenths. The digit 3 is in the hundredths place. Its value is 0.03 or 3 hundredths. The digit 4 is in the thousandths place. Its value is 0.004 or 4 tenths and digit 5 is in the ten thousandths place, its value is .0005 or 5 tenths. Hence, 0.2345 means two thousand three hundred forty-five ten thousandths.

D

Here is another example on how you can give the value and the place value of the given decimals.

Digits	Place Values	Values
2	Tens	20
1	Ones	1
9	Tenths	0.9
8	Hundredths	0 .08
7	Thousandths	0.007
6	Ten Thousandths	0.0006

The item 21.9876 can be read as “twenty-one and nine thousand eight hundred seventy-six ten thousandths”.

Learning Task 1: Give the value and the place value of the underlined digits. Write your answers in your notebook.

	Value	Place Value
1. Sixteen hundredths		
2. Three hundred and nine ten thousandths		
3. Eleven and ten hundredths		
4. Fifty-two and four hundred ninety-three ten thousandths		
5. Seven hundred and four ten thousandths		

E

Learning Task 2: Give the place value of the underlined digits. Write your answers in your notebook.

1. 2.284	3. 3.1763	5. 0.0128	7. 4.7659	9. 0.8273
2. 2.6853	4. 19.0365	6. 0.827	8. 86. 047	10. 21.843

Learning Task 3: Write the value of the digit **6** in each number. Write your answers in your notebook.

1. 29.376
2. 46.801
3. 67.8012
4. 0.2356
5. 86. 047
6. 481.671
7. 67.8703
8. 906.178
9. 567.3278
10. 870.2164

A

The actual value of a digit is called its value. Unlike the place value of a digit, which depends upon its position in a number, the value remains the same, regardless of its position.

Learning Task 4: In **50 678.39241,** identify the digits indicated below. Write your answers in your notebook.

1. Hundreds place - _____
2. Thousandths place - _____
3. Tenths place - _____
4. Ten thousandths place- _____
5. Hundredths place - _____

Decimal Numbers through Ten Thousandths

Lesson

I

Decimals are just another way of writing fractions whose denominators are powers of ten. The proper way to read them is the same as reading the corresponding fractions it represent. After going through this lesson, you are expected to read and write decimal numbers through ten thousandths.

Read and analyze the chart below.

Decimals	Fractions	Read as...
0.2	$\frac{2}{10}$	Two tenths
0.13	$\frac{13}{100}$	Thirteen hundredths
0.325	$\frac{325}{1000}$	Three hundred twenty-five thousandths
0.1458	$\frac{1458}{10000}$	One thousand four hundred fifty-eight ten thousandths

Remember that "zero" and decimal point are not read nor written in words anymore.

D

Learning Task 1: Write the decimal form of each item below. Do this in your notebook.

1. Three hundred forty-two ten thousandths
2. Five and thirty-eight thousandths
3. Seventy-six and two tenths
4. One hundred and twenty-seven thousandths
5. Nine hundred sixteen and twelve ten thousandths
6. Seven hundred twelve and eleven ten thousandths
7. Thirty-one ten thousandths
8. Nine and nine tenths

E

Learning Task 2: Write the given numbers in words. Write your answers in your notebook.

1. 32.061 _____
2. 10.8209 _____
3. 34.0124 _____
4. 45.3004 _____
5. 128.1009 _____

Learning Task 3: Write the given fractions in decimals. Write your answers in your notebook.

1. $\frac{123}{100}$ 2. $\frac{3}{10}$ 3. $\frac{5143}{1000}$ 4. $\frac{6419}{10000}$ 5. $\frac{19}{10000}$

A

When reading decimal numbers, read the number as it is. Use "and" to represent the decimal point. Continue reading the number as it is, but end with the last place value. If there are no whole numbers in front of the decimal value, you do not use the word "and". Rather, you read the number as it is and end with the last place value of the number.

Learning Task 4: Read and answer the given problems. Write your answers in your notebook.

1. The distance between the playground and your house is one and eighty thousandths kilometers. Write the distance in its decimal form.
2. How many decimal places does “two and two hundred sixteen ten thousandths” have?
3. How many decimal places does twenty-three thousandths have?

WEEK 2

Rounding Decimal Numbers to the Nearest Hundredths and Thousandths

I Lesson

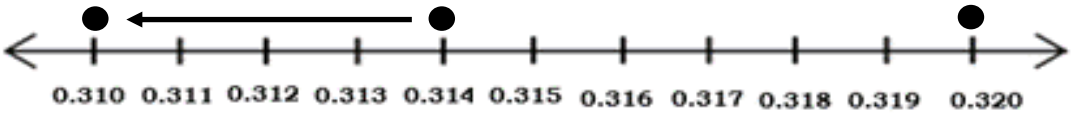
From the previous lesson, you have learned reading and writing decimals. After going through this lesson, you are expected to round decimal numbers to the nearest hundredths and thousandths.

Read and analyze the given problem. Observe the position of the answer in the number line.

Diana climbed a 314-meter hill. If there are 1000 meters in 1 kilometer, what part of the hill did Diana climb? Round to the nearest hundredths.

To determine the part of the hill that Diana climbed, we need to change the meter into kilometer.

Since 1 000 meters = 1 kilometer, then in fraction form, it becomes $\frac{314}{1\ 000}$. Now, 314 ÷ 1 000 = 0.314.

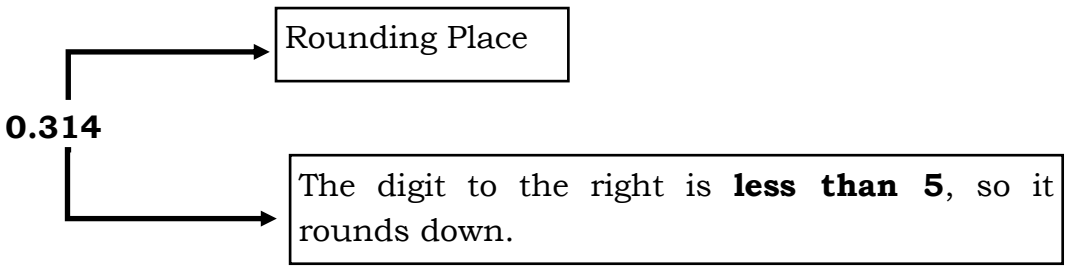


From the diagram, it is easy to see that 0.314 is nearer to 0.310 than 0.320. So 0.314 is rounded to 0.310.

D

To round decimals to hundredth and thousandth, let us consider these steps. First, identify the digit to be rounded-off. Second, inspect the digit to the right of the required place. If the digit is **greater than 5**, add 1 to the digit at the required place. If the digit is **less than 5**, retain the digit at the required place. Then drop all the digits to the right of the required place.

Study the illustration below.



0.314 rounded to the nearest hundredths is 0.310.

Learning Task 1: Copy the table below in your notebook. Then, round each item to the nearest hundredths and thousands.

Decimal	Round to Nearest Hundredths	Round to the Nearest Thousandths
1. 10.597		
2. 20.2553		
3. 554.2620		
4. 11.2475		
5. 20. 3842		

E

Learning Task 2: Get the quotient of each item up to the nearest ten thousandths place. Then, round the decimals to their nearest thousandths. Number 1 is done for you.

1. 45 ÷ 8 = 5.6250 → 5.625
2. 77 ÷ 9 = _____ ____
3. 81 ÷ 7 = _____ ____
4. 93÷ 9 = _____ ____
5. 88 ÷ 7= _____ ____
6. 55 ÷ 8 = _____ ____

A

Learning Task 3: Solve the given problems below. Write your answers in your notebook.

1. What is the smallest decimal in hundredths rounded to 0.5?
2. What is the largest decimal in hundredths rounded to 0.5?
3. One centimeter is equivalent to about 0.3937 inch. Round off the given equivalent to the nearest hundredths.
4. Mrs. Edlagan has a total deposit of Php 50 766.25. The annual interest at 3% simple interest is Php 1 522.9875. Round the interest off to the nearest hundredths and thousandths.

Comparison and Arrangement of Decimal Numbers

I

Lesson

There are three ways in comparing decimal numbers. The first one is by using a number line for small scale, while the second one is the difference between numbers and place value chart for numbers that cannot be represented in a number line. The third way is by adding zero to evenly make the digits of decimal numbers. After going through this lesson, you are expected to compare and arrange decimal numbers.

Look at the given decimals. Use the place value chart to find the smallest and the largest value.

3.756 **37.56** **375.6** **.3756**

Place Value	Hundreds	Tens	Ones	Decimal Point	Tenths	Hundredths	Thousandths	Ten Thousandths
3.756			3	•	7	5	6	
37.56		3	7	•	5	6		
375.6	3	7	5	•	6			
.3756			0	•	3	7	5	6

Questions:

1. What is the smallest decimal? The smallest decimal is **0.3756.**
2. What is the largest decimal? The largest decimal is **375.6.**

We use the **symbols** <, > and = to **compare decimals** as shown below. When **comparing** two **decimals**, it is helpful to write one below the other. This is shown in the given example.

Example: Which is greater, 58.23 or 49.35?

The given decimals have whole number parts, so we compare whole number parts only. In 58.23, the whole number part is **58**. In 49.35, the whole number part is **49**. As such **58 > 49**. Therefore, **58.23 > 49.35**

D

Learning Task 1: Compare the following decimals by writing >, <, or =. Do this in your notebook.

1. 1.396	☐	0.95	6. 2.35	☐	2.53
2. 0.29	☐	0.3	7. 0.1	☐	0.99
3. 6.5	☐	6.500	8. 4.07	☐	4.017
4. 7.4	☐	7.049	9. 10.07	☐	10.067
5. 27.5	☐	27.492	10. 1.0	☐	1.01

E

Learning Task 2: Arrange the given decimals in ascending order. Ascending means you are going to arrange the decimals in increasing order.

1. 1.7, 0.9, 1.07, 1.9, 0.7
2. 2.0342, 2.3042, 2.3104, 2.4
3. 5, 5.012, 5.1, 0.502
4. 0.6, 0.6065, 0.6059, 0.6061
5. 12.9, 12.09, 12.9100, 12.9150
6. 3.21, 3.021, 3.12, 3.121
7. 5.5, 5.059, 5.0090, 5.05
8. 0.09, 0.012, 0.0089, 0.0189
9. 1.3, 1.309, 1.03, 1.39
10. 4.01, 4.0011, 4.011, 4.101

A

Comparing and arranging decimals are some of the techniques to determine the value of the given decimals. When you compare numbers, first look at the number of digits in each number. Then, compare the place values of the numbers with the same amount of digits.

Learning Task 3: Solve the given problems. Write your answers in your notebook.

1. Team Narra and Team Mahogany underwent a water challenge. Their task was to transfer the water in a cup from the first player to the tenth player without spilling within the allotted time. After the task, the team captain measured the water collected using a measuring cup. Team Narra collected 1. 402 liters while Team Mahogany collected 1. 045 liters of water. Which team got more water?
2. In a bazaar, different items were on sale for big discounts. Irene was looking for a school bag. She visited three stalls to buy one for his younger brother. The stall offered the school bag of the same quality but differed in price. The first stall offered it for P 749. 25, the second stall for P 792.45 and the third stall for P 724. 95. If she wanted to save, from which stall would she buy the school bag?

WEEK 3

Routine or Non-Routine Problems Involving Addition and Subtraction of Decimal Numbers Including Money

Lesson

I

Adding and subtracting decimals are tasks that show you how to read, write, compare, order, add and subtract decimals. After going through this lesson, you are expected to solve routine or non-routine problems involving addition and subtraction of decimal numbers including money using appropriate problem solving strategies.

Learning Task 1: Find the sum of the given decimals. Write your answers in your notebook.

1. 23.45 + 8.63 + 2.75
2. 8.05 + 7.93 + 1.62
3. 112.56 + 23.63 + 12.45
4. 0.91 + 0.86 + 8.75
5. 2.843 + 15.624 + 13.56

D

Study how word problems can be solved.

Mang Tino has Php 18.48. If he has to buy 5 pieces of candies worth Php 2.10 each, how much change will he get from the seller?

Understand the problem:

A) What is asked? ⇨ The change he will get from the seller after buying 5 pieces of candies.

B) What are the given facts? ⇨ The budget is Php 18.48 for 5 pieces of candies worth Php 2.10 each.

C) Solve the hidden given. ⇨ (2.10 + 2.10 + 2.10 + 2.10 + 2.10)

Plan:

A) What operations will be used? ⇨ Addition and Subtraction

Solve:

 = Php 10.50

14

Php 18.48 pesos
- Php 10.50 pesos
Php 7.98 pesos

Check:

Php 10.50 + Php 7.98 = Php 18.48

Note:  = Php 2.10

Learning Task 2: Solve the following problems. Write your answers in your notebook.

1. The perimeter of a quadrilateral is 412.95 cm. If the three known sides measure 85.56 cm, 112.77 cm, and 85.26 cm, how long is the fourth side?
2. I bought 4 items worth Php 39.90, Php 68.60, Php 58.75 and Php 120.25. How much change will I get from Php 500-bill?
3. A rectangle is 13.8cm. long and 9.7 cm wide. Find its perimeter.
4. Obed and Dario hiked 15.1 km. In one day and 13.75 km in the next day. How many kilometers did they hiked in all?

E

Learning Task 3: Read and solve the following problems. Write your answers in your notebook.

1. The diameter of the Earth is 12,756 kilometers. If Mercury's diameter is about 7,876.6 kilometers shorter than that of the Earth, what is the diameter of Mercury?
2. Luz wants to buy a bag that costs Php 375.95. If she has saved Php 148.50 for it, how much more does she need?
3. Martha bought 2.5 m of yellow ribbon, 3.4 m of red, 8.75 m of white, and 3.70 m of blue. How many meters of ribbon did she buy altogether?

A

In solving word problems, it is important that you follow the given steps on how to solve them. This will help you overcome your fear in different problems that you will encounter as we go along the lesson.

Learning Task 4. Solve the given problems. Write your answers in your notebook.

1. Dana filled the container with 3.5 liters of water. Her mother used 0.75 liters of water for cooking and 1.25 liters for *palamig*. How much water was left in the container?
2. Mang Adam cut four pieces of bamboo. The first piece was 0.75 meter; the second was 2.278 meters, the third was 6.11 meters, and the fourth was 6.72 meters. How much longer were the third and fourth pieces when put together than the first and second pieces combined?

WEEK 4

Multiplication of Decimals Up to 2 Decimal Places by 1- to 2-Digit Whole Numbers

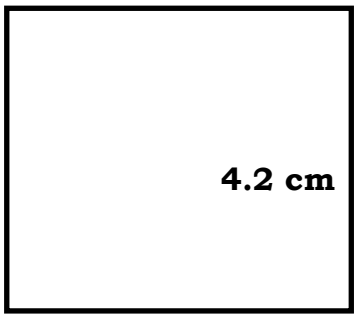
I Lesson

Multiplication of decimals is somewhat similar to multiplication of whole numbers. For sure, you are familiar with the rules on how to multiply. After going through this lesson, you are expected to multiply decimals up to 2 decimal places by 1- to 2-digit whole numbers.

Let us explore the process. Try to answer the given questions.

Look at the square with one side measuring 4.2 cm.

1. Can you guess its perimeter?
2. How can you find the perimeter?
3. How many sides does the square have?
4. What can you say about its sides?



A square has four (4) equal sides and each measures 4.2 cm. We can compute this as 4 x 4.2 = N.

Multiply like the whole numbers. Regroup if necessary.

$$\begin{array}{r} 4.2 \\ \times\ \ 4 \\ \hline 168 \end{array}$$

Count the number of decimal places in the factors.

$$\begin{array}{r} 4.2 \\ \times\ \ 4 \\ \hline 168 \end{array}$$

Place the decimal point in the product. The decimal place in the product is equal to the total number of decimal places in the factors.

$$\begin{array}{r} 4.2 \\ \times\ \ 4 \\ \hline \mathbf{16.8} \end{array}$$

Physical activity burns calories. For every 3,600 calories burns in your body, you lose one (1) pound. Look at the table below and compute the total calories burned while doing some related activities.

Activities	Calories per Hour per Pound
Jumping Rope	3.8
Walking (Briskly)	2.4
House Cleaning	1.6
Running	2.5
Swimming	3.8

Suppose you weigh 85 pounds (lbs) and walked for 2 hours, how many calories did you burn?

Solution: 85 x 2 x 2.4 = _____

$$\begin{array}{r} 85 \\ \times\ \ 2 \\ \hline 170 \end{array} \qquad \begin{array}{r} 170 \\ \times\ 2.4 \\ \hline 680 \\ 340 \\ \hline \mathbf{408.0} \end{array}$$

Put the decimal point one place to the left. This means that you burned **408** calories during those two hours.

D

Learning Task 1: Solve the following problems. Write your answers in your notebook.

1. weight - 102 lbs , 3 hours , jumping rope
2. weight - 75 lbs , 1.5 hours , house cleaning
3. weight - 105 lbs , 2.6 hours , running
4. weight - 117 lbs , 0.6 hours , swimming

E

Learning Task 2: Find the product. Write your answers in your notebook.

1.) 4.29
x 12

2.) 12.47
x 3

3.) 8.4
x 14

4.) 26.43
x 5

5.) 10.78
x 13

In multiplying decimals using 1-2 digit numbers, always remember that the answers should have the same number of decimal places in both numbers you are multiplying.

A

Learning Task 3: Solve the given problems. Write your answers in your notebook.

1. If a notebook costs ₱ 5.25, how much is the cost of 6 notebooks?
2. A working student earns ₱ 25.50 per hour. How much does he earn in 4 hours? If he works 3 days a week, how much does he earn in a week?
3. Mrs. De Guzman's class travelled 3.8 miles to the first observatory. The next closest observatory is 13 times far. How far is the second observatory to the first?
4. A chocolate bar weighs 8.7 grams. Find the cost and the weight of 115 chocolate bars if each bar costs ₱30.2.
5. A kilogram of beef costs ₱ 180.90. How much do 95 kilograms of beef cost?

Estimation of the Products of Decimal Numbers with Reasonable Results

I Lesson

In estimating the products of decimal numbers, always remember the rules applied in multiplying whole numbers. After going through this lesson, you are expected to estimate the products of decimal numbers with reasonable results.

Study the exchange rates between the Philippine peso against some currencies.

BANGKO SENTRAL NG PILIPINAS **FINANCIAL MARKET OPERATIONS SUB-SECTOR** **REFERENCE EXCHANGE RATE BULLETIN** **As of September 18, 2020**		
United States	Dollar	48.4540
Japan	Yen	0.4626
Hongkong	H. Dollar	6.2522
Singapore	S. Dollar	35.7041
Bahrain	Dinar*	128.5115
Saudi Arabia	Riyal	12.9187
Brunei	Dollar	35.5730
Thailand	Baht****	1.5535

In order to estimate the peso equivalent of the different currencies, let us follow the following steps.

A. United States $ 76

₱ 48.4540	rounds to	₱ 48
X $ 76	rounds to	$ 80
		₱ 3,840

Answer: $ 76 is approximately ₱ 3,840.
In symbol, $ 76 ≈ ₱ 3, 840.00

Learning Task 1: Estimate the peso equivalent of the following items. Write your answers in your notebook.

1. Hongkong $ 154
2. Singapore $ 154
3. Brunei $ 154
4. Japan ¥ 154
5. Bahrain KD 154

D

The easiest way on how you can estimate the products of decimal numbers is by rounding off. This will help you in performing the multiplication of decimal numbers.

Example 1: Estimate 38 x ₱ 312.50
40 x ₱ 310

Answer: ₱ 12 400.00

Example 2: Estimate 78.4 x 4.85
80 x 5

Answer: 400

Learning Task 2: Estimate each product. Write your answers in your notebook.

1. 42.6 x 37.2 = _____
2. 99.2 x 48.5 = _____
3. 246.3 x 9.67 = _____
4. 68.54 x 24.4 = _____
5. 123.86 x 31.5 = _____

E

Learning Task 3. Estimate each product. Write your answers in your notebook.

The following are some items that you need to buy from a store:

a pair of socks -₱20.95 handkerchief - ₱24.25 t-shirt - ₱119.50
shorts - ₱52.30 face towel - ₱8.75

Approximately, how much money must you have to be able to buy the following:

1. three pairs of socks
2. two t-shirts
3. five face towels
4. seven handkerchiefs
5. three shorts

A

To find a reasonable estimate using decimal number, round the decimal to the nearest whole number.

Learning Task 4: Read the problem then answer the questions that follow. Write your estimation by showing your solutions and answers in your notebook.

Diego and other farmers harvested tomatoes for the barangay's Gulayan Day. They were able to fill 56.5 kaings each weighing 18.75 kilograms.

1. About how many kilograms of tomatoes were harvested for the Gulayan Day?
2. If they would sell the tomatoes for ₱24.25 a kilo,
   a. by how much would they get for one kaing?
   b. by how much would they get for all the tomatoes?
3. A businessman bought all the tomatoes, but will was given 1.5 kilograms free for each kaing. About how much would he pay?

WEEK 5

Routine and Non-Routine Problems Involving Multiplication Without or With Addition or Subtraction of Decimals and Whole Numbers Including Money

I Lesson

After going through this lesson, you are expected to solve routine and non-routine problems involving multiplication without or with addition or subtraction of decimals and whole numbers including money using appropriate problem solving strategies and tools.

Let us explore the process. Answer the given questions.

Piolo and his friends ordered two chicken sandwiches, three cheeseburgers, and one ham and egg sandwich. How much did they pay?

Cheeseburgers	₱ 25.50
Chicken Sandwiches	₱ 75.25
Ham and Egg Sandwich	₱ 55.75

Remember: Look for the hidden questions. Answer the first.

Study the given problem. Look for the solution and answer the question that follows.

Mang Isko has ₱28.56. If he has to divide it into his 6 children, how much will each one receive?

Understand:
Know what is asked? The amount of money each child will receive.
Know the given facts: ₱28.56 , 6 children

Plan:
Determine the operation to be used. Division
Write the number sentence. ₱ 28.56 ÷ 6 = n

Solve: Show your solution. ₱ 28.56 ÷ 6 = ₱ 4.76

Check and look back: Review and re-check your answer. You may use calculator to divide ₱ 28.56 by 6 or multiply ₱ 4.76 by 6.

Therefore, each child receives ₱4.76.

D

Learning Task 1: Solve the given problems. Write your answers in your notebook.

Larry drinks an average of 6.48 glasses of water per day. About how many glasses of water will he drink in:

1. a week
2. a month
3. a year
4. a decade

E

Learning Task 2: Copy the table below. Write your answers in your notebook.

MEDICINE	1 PERSON	5 PERSONS	14 PERSONS
Medicine A	₱7		
Medicine B		₱ 60.60	
Medicine C			₱ 213.50

A

Learning Task 3: Solve the following problems. Write your solutions and your answers in your notebook.

1. School lunches cost PHP 135.50 per week. About how much would 15.5 weeks of lunches cost?
2. Lorna earns PHP 71.75 per hour for gardening. If she will work for 21 hours this month, then how much will she earn?
3. Paul's father will pay for his new car in 60-month payments. If his car loan costs ₱1,023,660, then how much will he pay for each month?
4. The length of a ribbon is 1.28 m. The length of a rope is 2.74 m longer than the ribbon. What is the length of the rope?
5. A pail holds 5.2 liters of water. A bottle holds 3.9 liters less water than the pail. What is the volume of water in the bottle?

WEEK 6

Division of Decimals With Up to 2 Decimal Places

I

Lesson

Division of decimals is somewhat similar to division of whole numbers. For sure you are familiar with the rules on how to divide. After going through this lesson, you are expected to divide decimals with up to 2 decimal places.

The trick is to get rid of the decimal point from the number we are dividing by. We can "shift the decimal point" out of the way by multiplying by 10, as many times as we need to. But we must do the same thing to both numbers in division. Let us have a review first of the multiplication process.

Learning Task 1: Solve for n. Write your answer in your notebook.

1. 7.26 x 0.22 = n
2. 17.92 x 0.64 = n
3. 7.65 x 0.85 = n
4. 36.20 x 0.05 = n
5. 31.85 x 0.91 = n

Since we already know how to divide a whole number, we can make the divisor and the dividend a whole number by multiplying it by a power of 10. As we have learned, the shortcut for this is to move the decimal point as many places to the right as there are zeroes in the power of 10.

Read and analyze the given problem. Observe the solution below.

Miss Reyes has 0.64 dm of ribbon. She needs 0.04 dm to be used to prepare one certificate. How many certificates can she prepare with the ribbon that she has?

Solution

Move 2 spaces				
0.04	⇒	0.4	⇒	4
0.64	⇒	6.4	⇒	64
Move 2 spaces				

→

$$
\begin{array}{r}
16 \\
4\overline{)\,64} \\
4 \\
\hline
24 \\
24 \\
\hline
0
\end{array}
$$

Miss Reyes can prepare **16** certificates with a ribbon of that size.

D

Learning Task 2: Find the quotient. Show how the decimal point is moved in the divisor and the dividend. Check by multiplication. Write your answers in your notebook.

1. 0.03 $\overline{)10.40}$
2. 0.04 $\overline{)30.12}$
3. 0.05 $\overline{)20.23}$
4. 0.06 $\overline{)25.17}$
5. 0.07 $\overline{)51.42}$

E

Learning Task 3: Solve for n. Write your answers in your notebook.

1. 12.88 ÷ 0.92 = n
2. 34.08 ÷ 0.24 = n
3. 28.9÷ 0.85 = n
4. 7.15÷ 0.05 = n
5. 210.21 ÷ 0.91 = n

A

Learning Task 4: Solve the following problems. Write your solutions and your answers in you notebook.

1. A nutritionist poured 0.70 liter of honey into 0.14 liter plastic cups. How many plastic cups could be filled?
2. A rectangular rice field is 0.04 kilometer wide and has an area of 0.80 square kilometer. Find the length of the field.
3. A city government plans to put streetlights along its 8.40-kilometer main road. The streetlights are to be placed 0.20 km apart. How many streetlights does the city government need?
4. Mother pays Php199.50 for 2.85 kg of rice. How much does a kilogram of rice cost?
5. A hiker walked 5.75 kilometers in 1.25 hours. What was his average speed?

Division of Whole Numbers with Quotients in Decimal Form

I Lesson

When dividing a decimal by a whole number, we estimate the quotient before performing the division. After going through this lesson, you are expected to divide whole numbers with quotients in decimal form.

Observe the solution of the given problem below.

Clarissa helps in sari-sari store after her class. If she works 12 hours in 15 days, what is the average number of hours she works there in a day?

Solve for n: 12 hours ÷ 15 days = n	
$15\overline{)12.0}$	1. Add decimal point and zero in the dividend since it is smaller than its denominator.
$15\overline{)12.0}$ (0.8; 120; 0)	2. Write the decimal point in the quotient directly above the decimal point in the dividend. 3. Divide like you do with whole numbers
15 × 0.8 = 12	Check
Answer : Clarissa works an average of 0.8 hours a day in the store.	

Let us study the given problem below.

Roland has ₱ 81.75 left from his weekly allowance. He wants to share the amount equally to his 3 siblings. How would each sibling receive?

Solution: ₱ 81.75 ÷ 3

1. Estimate ₱ 81.75
2. Divide ₱ 81.75 by 3

$3\overline{)81.75}$ → 27.25; 6; 21; 21; 7; 6; 15; 15; 0

Answer: ₱ 27.5 is close to ₱ 30

D

Learning Task 1: Find the quotient. Write your answers in your notebook.

1. $\frac{14}{6}$
2. $5\overline{)20.44}$
3. $\frac{5}{12}$
4. $4\overline{)50.08}$
5. $81 \div 0.08$

E

Learning Task 2: Solve for n. Write your answer in your notebook.

1. $4 \div 80 = n$
2. $7 \div 14 = n$
3. $11 \div 19 = n$
4. $31 \div 83 = n$
5. $42 \div 52 = n$

A

Learning Task 3: Solve the following problems. Write your solutions and your answers in you notebook.

1. What is the quotient if 24 is divided by 48?
2. Jean has 35 m of wire for hanging pictures. She wants to divide it into 50 pieces for her frames. How long will she use for each frame?
3. Father left Php5.00 for his 7 children. How much did each child receive?
4. Mang Ricky is a hardworking man who owns 6 hectares of land. In his will, he divided his lot equally among his 7 sons. How much land will each of his son receive?
5. Troy and Raffy went to the market to buy 15 kilos of meat. When they came home, they divided the meat into 16 parts and put each part in separate plastic bags for future use. How many kilos of pork does each bag contain?

WEEK 7

Routine and Non-Routine Problems Involving Division Without or With Any of the Other Operations of Decimals and Whole Numbers Including Money

I Lesson

Solving problems is somewhat easy if you are going to follow the steps on how to solve them. After going through this lesson, you are expected to solve routine and non-routine problems involving division without or with any of the other operations of decimals and whole numbers including money using appropriate problem-solving strategies and tools.

Learning Task 1. Round off the items and estimate the quotients. Then, write < if the answer is less than or > if it is greater than the actual quotient. Do this in your notebook.

1. 28.4 ÷ 7
2. 53.62 ÷ 5.24
3. 350 ÷ 22.5
4. 411.93 ÷ 4.08
5. 600 ÷ 44.62

D

Read and analyze the sample problem below. Study the steps used to solve the length of each song.

While listening to music, Athena recorded that the 5 songs in the radio she was listening took 17.25 minutes of airtime. What was the average length of each music?

Steps	Answer
Understand:	
1. Know what is asked in the Problem.	Average length of each music.
2. Know the given facts.	5 songs; 17.25 minutes
Plan :	
3. Determine the operation or formula to use.	Division
Solve:	
4. Show the solution.	17.25 ÷ 5 = 3.45
Check and look back:	
• Check your answer. • State your answer	The average length of each music is 3.45 minutes.

Learning Task 2: Solve the given problems below. Write your answers in your notebook.

1. Dessa, Anne, and Dy bought materials for their project worth ₱276.45. The girls divided the amount equally among themselves. How much is each share?

2. Rico wants to buy a battery-operated toy car which costs ₱587.50. He already saved ₱150.00. His ninong gave him ₱200.00. If he saves ₱12.50 a day from his allowance, how long will it take him to save the rest of the money to buy the toy car?

E

Learning Task 3: Solve the following problems. Show the four steps and the complete solutions. Write your answer in your notebook.

1. Mr. Villa bought 91.25 inches of plastic labeling tape. He will use 1.25 inches long to label each box. How many labels can he make?
2. Roman's allowance a week is ₱250.75. If he will save ₱50.00 and equally divide the rest into 5, how much will he spend a day?
3. From a spool of ribbon 25-meter long, how many pieces of ribbon can be need if each needs 3.2 m?
4. Glen was able to save ₱92.50 in five days, spending only ₱10.50 of the allowance given to him a day. How much allowance was given to him per day?

A

Learning Task 4: Solve the following problems. Write your solutions and your answers in you notebook.

1. If a man works for 8 hours a day, he can finish a job in 12 days. How many hours per day must he work to complete it in 10 days?
2. Mariella compared 9 different brands of ice cream and found that the average price of the 9 brands is equal to ₱254. As she was going to another store she found two other brands that cost ₱282.00 and ₱292.00 respectively. What will be the resulting average of the 11 brands?
3. Mr. Macapagal covered 175.45 kilometers in his trip to the province. If his car consumed 12 liters of gasoline, how many kilometers did his car cover on a liter of gasoline?

Ratio of 2 Given Numbers

Lesson

I

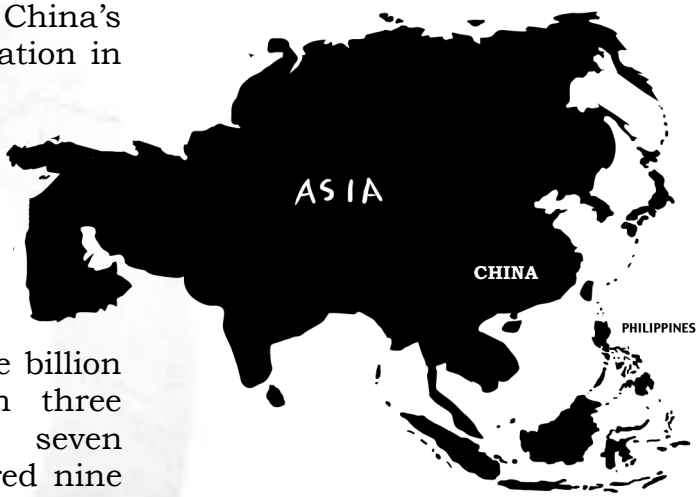
A ratio is the comparison of two or more quantities. Using this definition, we can compare the population of China and the Philippines. Based on the 2020 World Population Report, China's population ranked first with 1,439,323,776 people while the Philippines placed thirteenth with 109,581,078 million. After going through this lesson, you are expected to visualize the ratio of 2 given numbers.

We can write the comparison of China's population to the Philippine population in different ways.

1) 1,439,323,776 to 109,581,078

2) 1,439,323,776 : 109,581,078

3) $\frac{1,439,323,776}{109,581,078}$



We read all of these ratios as " one billion four hundred thirty-nine million three hundred twenty-three thousand seven hundred seventy-six to one hundred nine million five hundred eighty-one thousand seventy-eight".

Learning Task 1: Based on the figures below, answer the given questions. Write your answers in your notebook.

1. What is the ratio of keys to seeds?
2. What is the ratio of clocks to seeds?
3. What is the ratio of keys to clocks?
4. What is the ratio of seeds to keys?
5. What is the ratio of keys to all items?

D

The number being compared is followed by the number to which it is compared to. We also call this an **ordered pair** of numbers. A ratio can be written using **colon** between two numbers or in **fraction** form, but a ratio is not a fraction. A rate is a ratio that compares two measurements.

Learning Task 2: Write each ratio in fraction and colon forms. Write your answers in your notebook.

1. 

cups to saucers ☐ : ☐ = ☐/☐

2. 

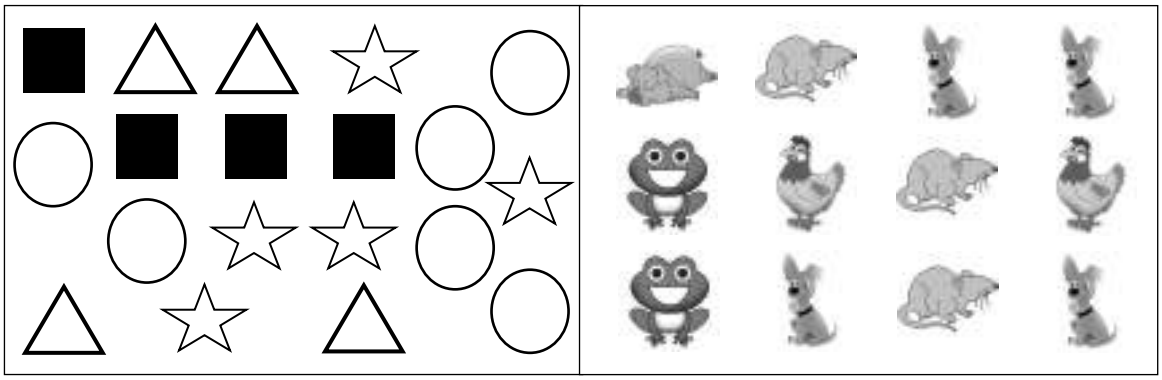
spoons to forks ☐ : ☐ = ☐/☐

3. 

pairs of shoes to pairs of socks ☐ : ☐ = ☐/☐

E

Learning Task 3: Use the sets of pictures to answer the given questions. Write your answer in your notebook.



A. What is the ratio of the number of:

1 .  to 

2.  to 

3.  to 

4.  to 

5.  to 

6. dogs to frogs

7. frogs to pig

8. rats to dogs

9. pig to chickens

10 . frogs to all other animals

B. Draw any pictures showing the ratios of:

11. 3 to 4

12. 8 to 2

13. 10 to 5

14. 5 to 6

15. 2 to 6

A

Learning Task 4: Answer the given questions. Write your answers in your notebook.

1. What is the ratio of the number of vowels to the number of consonants in the English Alphabet?
2. What is the ratio of the number of men to the number of women in the roster of Philippine Presidents?
3. What is the ratio of the number of days in a week to number of weeks in one month?
4. What is the ratio of number of seconds in a minute to seconds in an hour?
5. What is the ratio of the number of months in a year to months in a decade?

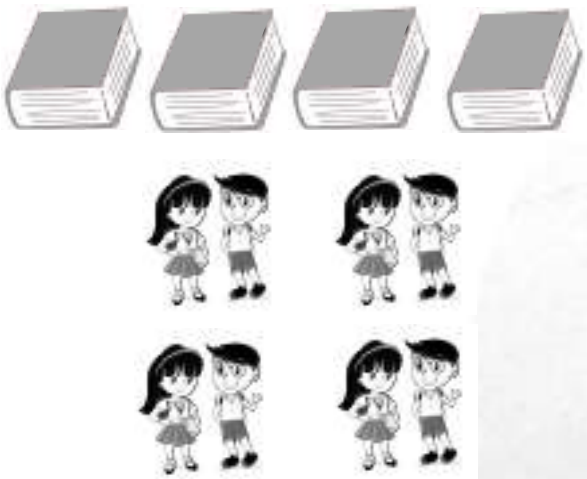
WEEK 8

Ratio Using Either the Colon (:) or Fraction

I Lesson

Ratio deals with comparison of two items. The trick with ratios is to always multiply or divide the numbers by the same value. After going through this lesson, you are expected to express ratio using either the colon (:) or fraction.

Look at the illustrations below.



What can you say about the number of books and the number of pupils?

In this case, we can say that there are 4 books for every 8 pupils.

We can also expresses this sentence using colon. We can write this as 4 : 8 or 1 : 2.

It can also be expressed in fraction as $\frac{4}{8}$ or simply $\frac{1}{2}$.

D

We can use the greatest common factor (GCF) in simplifying the given ratios or fractions.

Study the given table below.

Ratios	Terms	Greatest Common Factor (GCF) between the Terms	Divide the Terms by Their GCF	Values of the Ratio in Lowest Terms
3 : 6	3 , 6	3	3 ÷ 3 , 6 ÷3	1 : 2
9 : 27	9 , 27	9	9 ÷ 9 , 27 ÷9	1 : 3
$\frac{72}{8}$	72 , 8	8	72 ÷ 8 , 8 ÷8	$\frac{9}{1}$
$\frac{15}{9}$	15 , 9	3	15 ÷ 3 , 9 ÷3	$\frac{5}{3}$

Learning Task 1: Express each ratio of the first quantity to the second quantity and reduce to its simplest form. Write your answers in your notebook.

1) 2 teachers to 46 pupils
2) 21 garbage cans to 14 classroom
3) 36 glasses of juice to 30 sandwiches
4) 12 flowers to 4 vases
5) 4 books to 10 pupils

E

Learning Task 2: Find the ratios of the time spent for the different activities. Write your answers in your notebook.

AJ's Daily Activities	No. of Hours
Exercise	1
Sleep	8
School	8
Studying/Doing Assignments	3
Recreation	2
Meals and Personal Hygiene	2
Other Activities	2

1) sleeping to a whole day
2) studying to the time for recreation
3) school time to a whole day
4) time for other activities to the time for meals and personal hygiene
5) exercising to sleeping

A

When we express ratios in words, we use the word "to". One of the most common ways to write ratio is through fraction.

Learning Task 3: Write the following ratios to lowest terms**.** Write your answers in your notebook.

1) 20 wins to 35 games

2) 12 red balls to 96 blue balls

3) 250 cm to 20 m

4) What is the ratio of the letter A to all the letters in the word MATHEMATICS?

5) What is the ratio of Saturday and Sunday to the days in a week?

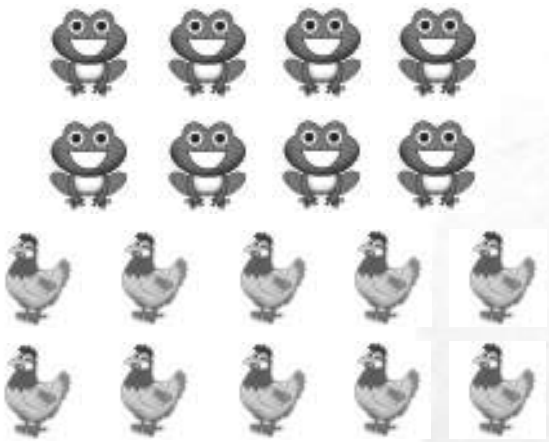
Equivalent Ratios

Lesson

I

A ratio is a relationship between two numbers or items, usually involving some kind of measurement. For example, when people drive, they travel at a certain speed. We usually refer to that speed as miles per hour. That is a ratio because it shows a relationship between distance and time. After going through this lesson, you are expected to identify and write equivalent ratios.

Study the pictures below.



There are ratios that can be formed based on pictures, such as on the left.

The first one is **8 : 10** and **4 : 5.** You can write the given ratio in fraction forms such as: $\frac{8}{10}$ or simply $\frac{4}{5}$.

D

Now, what is the relation between the two ratios in the previous part? Let us reduce the ratios to lowest terms by dividing the both terms of each ratio by their GCFs.

$$\frac{8}{10} = \frac{8}{10} \div \frac{2}{2} = \frac{4}{5} \Longrightarrow \frac{4}{5}$$ is already in lowest term.

So, $\frac{4}{5}$ is equal to $\frac{8}{10}$.

In the equality of ratios, $\frac{a}{b} = \frac{c}{d}$. **a** and **d** are called *extremes* while **b** and **c** are the *means*.

Note that $\frac{a}{b} = \frac{c}{d}$ can be written as $a : b = c : d$ (*extremes*: a, d; *means*: b, c)

In equal ratios, the product of the means is equal to the product of the extremes. Using the equal ratios above, we can see that the product of the means, 10 x 4 = 40, is equal to the product of the extremes, 5 x 8 = 40.

Learning Task 1: Write = in the circle if the given pair of ratios are equal and ≠ if not. Write your answers in your notebook.

1) 64 : 12 ◯ 80 : 15
2) 3/7 ◯ 24/56
3) 6/7 ◯ 75/100
4) 15 : 12 ◯ 35 : 28
5) 14 : 40 ◯ 9 : 24
6) 8 : 12 ◯ 10 : 15
7) 16/32 ◯ 2/6
8) 10 : 13 ◯ 20 : 23
9) 15 : 6 ◯ 20 : 8
10) 60/100 ◯ 9/15

E

Learning Task 2: Fill each box with the correct number that will make equivalent ratios. Write your answers in your notebook.

1) ☐ : 7 = 24 : 56
2) 8 : 3 = ☐ : 15
3) 12 : ☐ = 15 : 5
4) 4 : 16 = ☐ : 8
5) 27 : ☐ = 9 : 15
6) 11 : ☐ = 330 : 450
7) 35 : ☐ = 20 : 8
8) 12 : 15 = ☐ : 10
9) 5 : ☐ = 30 : 18
10) 20 : 12 = 15 : ☐

A

Learning Task 3: Solve the given problems. Write your answers in your notebook.

1) Two numbers are in the ratio 2 : 3. If the bigger number is 6, what is the smaller number?

2) What number compared with 8 is the same as 6 compared with 24?

3) There are 18 red roses for every 6 blue roses. How many red roses are there if there are 3 blue roses?

4) There are 7 children for every 2 adults in a plaza. How many adults are there, if there are 21 children?

5) Two numbers are in the ratio 3 : 5. If their difference is 12, what are the numbers?

Definition and Description of a Proportion

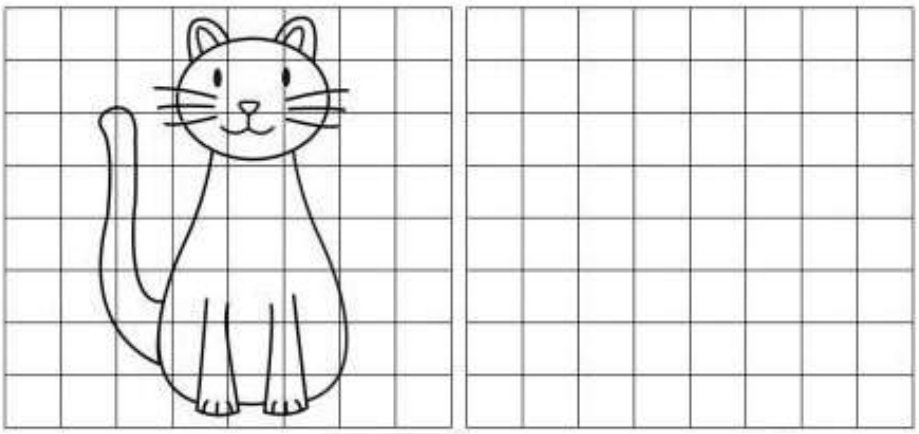
I

Lesson

The two ratios are proportional if the product of the extremes is equal to the product of the means. Thus, proportion means that two ratios are equal. To find proportion, we can use cross multiplication. After going through this lesson, you are expected to define and describe a proportion.

Copy the picture using the grid lines as a guide. Count the squares carefully. Use your notebook to illustrate the figure.

Copy the Cat



Let us explore and discover the answers to the given problem.

Cassandra uses 3 kilos of sampaloc to make 24 dozens of sampaloc candy. What is the ratio of the number of sampaloc candy to the number of sampaloc used?

The ratio of sampaloc candy to sampaloc is 24 to 3 or 24 : 3.

We can form another ratio from 24 : 3 by reducing this to lowest terms.

$$24 : 3 = 8 : 1$$

How did we do this?

$$\frac{24}{3} \div \frac{3}{3} = \frac{8}{1} \quad \text{or} \quad 24 : 3 = 8 : 1$$

How do we check if the second ratio is proportional to the given ratio? There are two parts in a proportion – the means and the extremes

$$24 : \underbrace{3 = 8}_{\text{means}} : 1$$

$$\underbrace{24 : 3 = 8 : 1}_{\text{extremes}}$$

D

Learning Task 1: Draw a ♡ if each given ration shows proportion and draw a ☆ if it does not. Write your answers in your notebook.

_____ 1. 3:9 = 9:27

_____ 2. 7:1= 5:3

_____ 3.15:5 = 5:15

_____ 4.8:2 = 4:1

_____ 5. 6:20 = 12:40

E

Learning Task 2: Read and analyze the problem. Write your answers in your notebook.

A bag of N & N sweets contains just yellow and orange sweets. For every 2 yellow sweets, there are 6 orange sweets. Complete the table below, then answer the questions that follow.

Yellow		4	6			
Orange	6	12				
Total Sweets			24			48

1. What is the ratio of orange to yellow sweets?
2. If you have 8 yellow sweets, how many orange sweets will you have?
3. There are 32 sweets in the medium-sized bag. How many yellow will there be?
4. In the extra large bag, there are 40 sweets. How many orange will there be?
5. You look into the sweets in a bowl and found 16 yellow sweets. How many sweets are in the bowl?

A

Learning Task 3: Solve the given problems. Write your answers in your notebook.

1. What number compared to 10 is the same as 25 compared to 5?
2. Juliana saves P60.00 in 4 weeks. At this rate, how long will it take to generate P300.00?
3. A motorist travelled 240 km in 3 hours. At the same rate, how long will he take to reach 400-kilometer distance?

PIVOT Assessment Card for Learners

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below.

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.

✓ - I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.

? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Distribution of Learning Tasks Per Week for Quarter 2

Week 1	LP	Week 2	LP	Week 3	LP	Week 4	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Week 5	LP	Week 6	LP	Week 7	LP	Week 8	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Note: If the lesson is designed for two or more weeks as shown in the eartag, just copy your personal evaluation indicated in the first Level of Performance found in the second column up to the succeeding columns, ie. if the lesson is designed for weeks 4-6, just copy your personal evaluation indicated in the LP column for week 4, week 5 and week 6. Thank you.

Key to Correction

WEEK 1

Learning Task 1

0.16 -	0.1 or 1 tenth 0.06 or 6 hundredths	tenths hundredths
300.0009 -	0.0009 or 9 ten thousandths	ten thousandths
11.10 -	1 ten or 10 1 one or 1	tens ones
52.0093 -	0.009 or 9 thousandths 0.0003 or 3 ten thousandths	thousandths ten thousandths
700.0004 -	0.0004 or 4 ten thousandths	ten thousandths

Learning Task 2

1. Thousandths	6. Tenths
2. Hundredths	7. Thousandths
3. Hundredths	8. Tens
4. Hundredths	9. Ten Thousandths
5. Hundredths	10. Hundredths

Learning Task 3

1. Thousandths	6. Tenths
2. Ones	7. Tens
3. Tens	8. Ones
4. Ten Thousandths	9. Tens
5. Ones	10. Thousandths

Learning Task 4

a. 6
b. 2
c. 3
d. 4
e. 9

Learning Task 1

1. 0.0342	5. 916.0012
2. 5.038	6. 712.0011
3. 76.2	7. 0.0031
4. 100.027	8. 9.9

Learning Task 2

1. Thirty-two and sixty-one thousandths
2. Ten and eight thousand two-hundred nine ten thousandths
3. Thirty-four and one-hundred twenty-four ten thousandths
4. Forty-five and three thousand four ten thousandths
5. One hundred twenty-eight and one thousand nine ten thousandths

Learning Task 3

1. 1.23
2. 0.3
3. 5.143
4. 0.6419
5. 0.0019

Learning Task 4

1. 1.080 km
2. four
3. three

Week 2

Learning Task 1

1. 10.60
2. 20.26
3. 554.26
4. 11.25
5. 20.38

Learning Task 1

10.597
20.255
554.262
11.248
20.384

Learning Task 2

2. 8.5555	8.556
3. 11.5714	11.571
4. 10.3333	10.333
5. 12.5714	12.571
6. 6.8750	6.875

Learning Task 3

1. 0.45
2. 0.54
3. 0.39
4. 1,522.99
1,522.988

Learning Task 1

1. >	6. <
2. <	7. <
3. =	8. >
4. >	9. >
5. >	10. <

Learning Task 2

1. 0.7, 0.9, 1.07, 1.9
2. 2.0342, 2.3042, 2.3104, 2.4
3. 0.502, 5, 5.012, 5.1
4. 0.6, 0.6059, 0.6061, 0.6065
5. 12.09, 12.9, 12.9100, 12.9150
6. 3.021, 3.12, 3.121, 3.21
7. 5.0090, 5.05, 5.059, 5.5
8. 0.0089, 0.012, 0.0189, 0.09
9. 1.03, 1.3, 1.309, 1.39
10. 4.001, 4.01, 4.011, 4.101

Learning Task 3

1. Team Narra
2. Third Stall

Week 3

Learning Task 1

1. 35.00	4. 11.00
2. 18.00	5. 32.000
3. 149.00	

Learning Task 2

1. 129.36
2. 212.50
3. 47 cm
4. 28.85 km

Learning Task 3

1. 4, 879.4 km
2. 227.45
3. 18.35 m

Learning Task 4

1. 1.5 L
2. 9.802 m

Week 4

Learning Task 1

1. 1,162.8	3. 682.5
2. 180	4. 266.76

Learning Task 2

1. 51.48	4. 132.15
2. 37.41	5. 140.14
3. 117.6	

Learning Task 3

1. ₱ 31.50
2. ₱ 102 he earned in 4 hours
Php 306 he earned in a week
3. 49.4 mile
4. weight 1,000.5
cost ₱ 3,473
5. ₱ 17 185.5

Week 5

Learning Task 1

1. 42 glasses
2. 180 glasses
3. 2190 glasses
4. 21,900 glasses

Learning Task 2

1. **₱7.00**	₱35.00	₱98.00
2. ₱12.12	**₱60.60**	₱169.68
3. ₱15.25	₱76.25	**₱213.50**

Learning Task 3

1. ₱ 576
2. ₱ 17,061
3. ₱ 284.35
4. 4.02 m
5. 1.30

Learning Task 1

1. ₱900
2. ₱5,400
3. ₱5,400
4. ₱75
5. ₱19,350

Learning Task 2

1. 1,600
2. 5,000
3. 2,500
4. 1,400
5. 3,600

Learning Task 3

1. ₱ 63.00
2. ₱ 240
3. ₱ 45
4. ₱ 168
5. ₱ 156

Learning Task 4

1. ₱1,083 kg
2. a. ₱456
b. ₱25,992
3. ₱23,256
17.25
408
23 256

Week 6

Learning Task 1

1. 1.5972 4. 1.81
2. 11.4688 5. 28.9835
3. 6.5025

Learning Task 2

1. 346.67 4. 419.5
2. 753 5. 734.57
3. 404.6

Learning Task 3

1. 14 4. 143
2. 142 5. 231
3. 34

Learning Task 4

1. 5 cups 4. 245
2. 20 km 5.4.6
3. 43

Learning Task 1

1. 2.33 4. 12.52
2. 4.09 5. 1,012.50
3. 0.42

Learning Task 2

1. 0.05 4. 0.37
2. 0.50 5. 0.81
3. 0.58

Learning Task 3

1. 0.5 4. 0.86
2. 0.7 5. 0.94
3. 0.71

Week 7

Learning Task 1

1. < 4. >
2. > 5. <
3. <

Learning Task 2

1) Php92.15
2) 19 days

Learning Task 3

1. 73 3. 7 pieces
2. 40.15 4. ₱29

Learning Task 4

1. 9.6
2. Php 260
3. 14.62

Learning Task 1

1. 4:7 4. 7:4
2. 5:7 5. 4:12
3. 4:5

Learning Task 2

1. 3:4
2. 6:4
3. 3:5

Learning Task 3A

1. 4:4 6. 4:2
2. 5:6 7. 2:1
3. 6:4 8. 3:4
4. 5:4 9. 1:2
5. 4:5 10. 2:10

Learning Task 4

1. 5:21 4. 60:3600
2. 14:2 5. 12:120
3. 7:4

Week 8

Learning Task 1

1. 1:23 4. 3:1
2. 3:2 5. 2:5
3. 6:5

Learning Task 2

1. 1:3 4. 1:1
2. 3:2 5. 1:8
3. 1:3

Learning Task 3

1. 4:7 4. 2:11
2. 1:8 5. 2:7
3. 25:2

Learning Task 1

1. = 4. = 7. ≠ 10. =
2. = 5. ≠ 8. ≠
3. ≠ 6. = 9. =

Learning Task 2

1. 3 4. 2 7. 14 10. 9
2. 40 5. 45 8. 8
3. 4 6. 15 9. 3

Learning Task 3

1. 4 4. 6
2. 2 5. 18 and 30
3. 9

Learning Task 1

1. ♡ 4. ♡
2. ☆ 5. ♡
3. ☆

Learning Task 2

2	**4**	**6**	8	10	12
6	**12**	18	24	30	36
8	16	**24**	32	40	**48**

1. 3:1 3. 8 5. 64
2. 24 4. 30

Learning Task 3

1. 50
2. 20
3. 5

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