5

DepED
DEPARTMENT OF EDUCATION

Lesson Exemplar for Mathematics 5

Quarter 2
Lesson
7

Lesson Exemplar for Mathematics Grade 5
Quarter 2: Lesson 7 (Week 7)
SY 2024-2025

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MATHEMATICS/QUARTER 2/ GRADE 5

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. **Content Standards**	Divisibility Rules
B. Performance Standards	Use divisibility rules.
C. Learning Competencies and Objectives	***Learning Competency*** ***1.*** *Use divisibility rules to find common factors of numbers divisibility rules for 4, 8, 11, and 12.*
D. Content	**1.** Apply divisibility rules to determine if a number is divisible by 4 and 8 by observing the number's last two or three digits. **2.** Apply divisibility rules to determine if a number is divisible by 6 and 12 by applying two divisibility rules. **3.** Apply divisibility rules to determine if a number is divisible by 11 by observing the sum of the alternating digits of a number.
E. Integration	21st Century Skill: Critical Thinking and Collaboration and Financial Literacy

II. LEARNING RESOURCES

De Gracia, M. M. B., Gromio, E. G., Gureng, P. T., Jimenez, E. P., & Perez, R. M. (2022). *REALISTIC MATH: Basic, Beyond, Breakthroughs 5.* Phoenix Publishing House, Inc., ISBN: 978-971-06-5561-8

DepEd TV Official (2020, October 22). *Grade 5 Math Q1 Ep 2: Divisibility Rules for 3, 6, and 9* [Video File]. Youtube. https://www.youtube.com/watch?v=FYspcGmQWic

DepEd TV Official (2020, October 4). *Grade 5 Math Q1 Ep 3: Divisibility Rules for 4, 8, 12, and 11* [Video File]. Youtube. https://www.youtube.com/watch?v=ic8lJaMc20w&t=697s

Infinity Learn NEET (2015, July 30). *Divisibility Rules (2,4, and 8) / Don't Memorise* [Video File]. Youtube. https://www.youtube.com/watch?v=-Liq8hlGeOk

Laforteza, R. A. & Santiago, J. P. (2015). *Exploring Math Possibilities 5.* Don Bosco Press, Inc. ISBN: 978-971-9978-81-7

Sacao, J. R. (2022). *Math World 4* (2nd ed.). C & E Publishing, Inc. ISBN: 978-971-98-1716-1

Suarez, J. V. (2019). *Math Beyond Time 5.* JO-ES Publishing House, Inc. ISBN: 978-971-655-611-7

<table>
<tr><th colspan="2">III. TEACHING AND LEARNING PROCEDURE</th><th>NOTES TO TEACHERS</th></tr>
<tr><td>A. Activating Prior Knowledge</td><td>DAY 1
1. Short Review
Put check (✓) in the appropriate space if the number is divisible by the number in the top row. Put (✕) if it is not.

<table>
<tr><td></td><td>Numbers</td><td>2</td><td>3</td><td>5</td><td>9</td><td>10</td></tr>
<tr><td>Example</td><td>435</td><td>✕</td><td>✓</td><td>✓</td><td>✕</td><td>✕</td></tr>
<tr><td>1.</td><td>648</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>2.</td><td>1,755</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>3.</td><td>6,930</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
2. Feedback (Optional)</td><td>The teacher is suggested to start by asking the students to recall the previous divisibility rules that they learned. After the short recall of the rules, the students will be given this table to complete. The teacher may choose to make this a group activity where the class is divided into groups and each group will be given the activity sheet. The first group to finish filling out the table correctly will be the winner.</td></tr>
<tr><td>B. Establishing Lesson Purpose</td><td>1. Lesson Purpose
From our previous discussions, we already learned some divisibility rules that can help us determine if a number is divisible by another number.

Now, let us take the numbers from our review. We already identified in our review some of the factors of these numbers by applying the divisibility rules that we know. However, these are not the only factors of our given numbers. For us to determine some other factors of these numbers, we will be learning some more divisibility rules</td><td>In this part of the lesson, the teacher will help the students connect what they already know about the unit and guide the students to be reoriented on the lesson's purpose as established in Week 6.</td></tr>
</table>

	in our next lessons. These divisibility rules will help us identify some factors of large whole numbers. **2. Unlocking Content Vocabulary** Before we proceed with our new lesson, let us first review some of the terms that we use in learning divisibility rules. Let us first redefine the following terminologies: FACTOR COMMON FACTOR MULTIPLE DIVISIBLE	In this part of the lesson, the teacher will help the students recall the related terminologies that are commonly used in applying divisibility rules. The teacher may choose to have the students recite in class the definition or have the definitions prepared and let the students match the word that corresponds to the given definitions.
C. Developing and Deepening Understanding	**SUB-TOPIC 1: Apply divisibility rules to determine if a number is divisible by 4 and 8 by observing the number's last two or three digits.** **1. Explicitation** **Group 1 and 2:** On Christmas, Tiyo Manuel wanted to give some "pamasko" to his four "inaanak". He prepared 5 packets containing money bills and coins. However, he wanted to make sure that each of them would receive an equal amount. Let us help Tiyo Manuel determine which packets he can possibly give by completing the table. (Note: Money bills can be exchanged for equivalent value of lower denominations for easy grouping). **Packet A** **Packet B** 	In this part of the lesson, the teacher will lead the students to discover the divisibility rule for 4 and 8 by discovery method. The teacher will group the class into groups (preferably multiples of 2) and conduct the activity. The teacher may contextualize the activity or change the values with appropriate denomination. The teacher should also prepare extra denominations for students to exchange equivalent values if necessary. The denominations can either

Packet C

Packet D

Packet E

Packet	Amount it Contains	Inaanak				Excess amount
		1	2	3	4	
A						
B						
C						
D						
E						

Group 3 and 4:

The same packet will be given. However, the number of "inaanak" will be eight (8). The students will then complete the table:

Packet	Amount it Contains	Inaanak								Excess amount
		1	2	3	4	5	6	7	8	
A										
B										
C										
D										
E										

From the activity, we can generate the following summary:

No. of Inaanak	The amount that can be equally divided.	The amount that cannot be equally divided.
4	4,500; 1,408; 5,000; 1,532	1,550
8	4,500; 1,408; 5,000	1,532; 1,550

be store-bought play money or printed ones.

In this part of the lesson, the teacher will build the summary table together with the help of the student's observation through guided questions.

By observing the last digits of the numbers that can be divided 4 and 8, we can generate the following divisibility rules:

a. Divisibility Rule for 4

A number is divisible by 4 if:

a.1. the number ends with two zeroes.

a.2. the number formed by its last two digits is a multiple of 4.

In the activity, we can notice that 4,500 and 5,000 both end with two zeroes. Therefore, we can say that 4,500 and 5,000 are divisible by 4.

Now, let us observe 1,532. The number formed by its last two digits is 32. Since 32 is a multiple of 4, then we can say that 1,532 is divisible by 4.

Since 4,500, 5,000, and 1,532 can all be divided by 4, then 4 is a **common factor** of these three numbers.

On the other hand, let us take 1,550. The number formed by its last two digits is 50. Since 50 is not a multiple of 4, then we can say that 1,550 is not divisible by 4.

Worked Examples:

Determine if the following numbers are divisible by 4.

1. 10,948 2. 13,761 3. 25,900

Answer:

1. 10,948	2. 13,761	3. 25,900
The number formed by the last two digits of 10,948 is 48. Since 48 is a multiple of 4, then 10,948 is	The number formed by the last two digits of 13,761 is 61. Since 61 is not a multiple of 4, then	As we can observe, the last two digits of 25,900 are two zeroes. Therefore, we can say that

In this part of the lesson, the teacher can ask the students to provide any number that they can think of that can be divided by 4 and 8 based on their divisibility rules. For more details and ideas for modeling the divisibility rule for 4 and 8, the teacher may watch this video:

https://www.youtube.com/watch?v=-Liq8hlGeOk

divisible by 4.	3,761 is not divisible by 4.	25,900 is divisible by 4.

b. Divisibility Rules for 8

A number is divisible by 8 if:

a.1. the number ends with three zeroes.

a.2. the number formed by its last three digits is a multiple of 8.

In the activity, we can notice that 5,000 ends with three zeroes. Therefore, we can say that 5,000 is divisible by 8.

Now, let us observe 1,408. The number formed by its last three digits is 408. By mere inspection, we can say that 408 is a multiple of 8. Since 408 is a multiple of 8, we can say that 1,408 is divisible by 8.

Since 5,000 and 1,408 can both be divided by 8, then 8 is a **common factor** of these two numbers.

On the other hand, let us take 1,532. The number formed by its last three digits is 532. Since 532 is not a multiple of 8, then we can say that 1,532 is not divisible by 8.

As we observed, 1,532 is divisible by 4 but not divisible by 8. This tells us that not all numbers that can be divided by 4 can be divided by 8.

Worked Examples:

Determine if the following numbers are divisible by 8.

1. 13,418 2. 27,864 3. 152,000

Answer:

1. 13,418	2. 27,864	3. 152,000
The number formed by the last two digits of 13,418 is 418. Since 418 is not a multiple of 8, then 13,418 is divisible by 8.	The number formed by the last two digits of 27,864 is 864. Since 864 is a multiple of 8, then 27,864 is divisible by 8.	As we can observe, the last three digits of 152,000 are three zeroes. Therefore, we can say that 152,000 is divisible by 8.

2. Worked Example

In this part of the lesson, the teacher may conduct this as a group activity or individually. The teacher may add other items.

Worked Example Key Answer:

1. 4 only
2. 4 and 8
3. 4 and 8
4. 4 only
5. 4 and 8

Determine whether the following numbers are divisible by 4 or 8 using their divisibility rules. More than one rule may apply.

1. 1,444 2. 3,840 3. 5,656 4. 15,700 5. 148,000

3. Lesson Activity

(Refer to Worksheet 1)

Key answer: (the students may put any of the following numbers for each item)

A. 1. 0, 4
2. 6
3. 2
4. 0, 8
5. 0, 8

B. 1. 4 and 8
2. 4 only
3. 4 only
4. 4 and 8
5. 4 and 8

Activity 1.1

Identify the common factors of the given numbers using the divisibility rules for 4 and 8.

1. 300 and 5,000
2. 860 and 1,540
3. 4,504 and 6,084
4. 1,448 and 1,800
5. 10,216 and 12,808

DAY 2

SUB-TOPIC 2: Apply divisibility rules to determine if a number is divisible by 6 and 12 by applying two divisibility rules.

1. Explicitation

Tiya Linda is preparing money to put in "ang pao" which she will give to her "pamangkin" during Christmas. Her four children gave her money to put inside the "ang pao". It consists of money bills and coins which are stored inside their respective packets. Tiya Linda wanted to know which of the four packets given to her contained an amount that could be divided equally among six (6) "ang pao". Let us help Tiya Linda with the task. (Note: Money bills can be exchanged for equivalent value of lower denominations for easy grouping).

Packet A

Packet B

This lesson activity is to be conducted at the end of the day's lesson. This can be answered individually or in pairs. It may also be used as an assignment if there is a time constraint.

In this lesson, the teacher will stick to the theme of the week which is about integrating financial literacy and preservation of culture. The same activity will be given but in a different context to show a wide array of application of concept.

Packet C

Packet D

Packet	Amount it Contains	Ang Pao						Excess amount
		1	2	3	4	5	6	
A								
B								
C								
D								
E								

Group 3 and 4:

The same packet will be given. However, the number of "ang pao" will be twelve (12). The students will then complete the table:

Packet	Amount it Contains	Ang Pao												Excess amount
		1	2	3	4	5	6	7	8	9	10	11	12	
A														
B														
C														
D														
E														

From the activity, we can generate the following summary:

No. of Ang Pao	The amount that can be equally divided.	The amount that cannot be equally divided.
6	4,500; 1,272; 5,202;	3,225
12	4,500; 1,272	5,202; 3,225

Now, let us observe all the numbers that are divisible by 6. Using our previous knowledge on divisibility rules, what do you think is common among all these numbers? How about for those numbers that are divisible by 12? By observing the common divisibility rules that applies to the numbers that can be divided by 6 and 12, we can arrive to these another set of rules:

a. Divisibility Rule for 6

A number is divisible by 6 if it is both divisible by 2 and 3.

In this part of the lesson, the teacher can ask the students about their observations through guided questions and prompting.

	From this rule, for us to determine whether a number is divisible by 6, **First,** determine if the number is divisible by two by applying the divisibility rule for 2. **Second,** determine if the number is divisible by three by applying the divisibility rule for 3. Let us take 4,500 as an example. The last digit of 4,500 is zero, which is considered an even number. Therefore, we can say that 4,500 is divisible by 2. The sum of the digits of 4,500 is 9 which is a multiple of 3. From this, we can say that 4,500 is also divisible by 3. Now, since 4,500 is both divisible by 2 and 3, then it is divisible by 6. On the other hand, let us take a look at 3,225. The last digit of 3,225 is 5 which is not an even number. Since it is odd, we can say that this is not divisible by 2. From this, we can already conclude that 3,225 is not divisible by 6 since it fails the condition that it must be divisible by 2. Since 4,500, 1,272, and 5,202 can all be divided by 6, then 6 is a **common factor** of these three numbers. **Worked Examples:** Determine if the following numbers are divisible by 6. 1. 558 2. 1,107 3. 7,142 **Answer:** **1. 558** First, let us determine if the given number is divisible by 2. Since the last digit of 558 is 8 which is an even number, then we can say that 458 is divisible by 2. Second, let us determine if the given number is divisible by 3. The sum of the digits of 558 is 18 and 18 is a multiple of 3. Therefore, 558 is also divisible by 3. Now, since 558 is both divisible by 2 and 3, then we can conclude that 558 is also divisible by 6. **2. 1,107** First, let us determine if the given number is divisible by 2. Since the last digit of 1,107 is 7 which is not an even number, then we can say that 1,107 is not divisible by 2. Since the number is not divisible by 2, then we can also conclude that 1,107 is not divisible by 6. **3. 7,142**	In presenting each divisibility rule, the teacher can ask the students to provide any number that fits the rule. *(In this part of the lesson, the teacher may activate recall by asking students what is the divisibility rule for 2 and 3.)* For reference, the teacher may watch the following videos:

	First, let us determine if the given number is divisible by 2. Since the last digit of 7,142 is 2 which is an even number, then we can say that 7,142 is divisible by 2. Second, let us determine if the given number is divisible by 3. The sum of the digits of 7,142 is 14 and 14 is not a multiple of 3. Therefore, 7,142 is not divisible by 6. Now, since 7,142 is only divisible by 2 but not by 3, then we can conclude that 7,142 is not divisible by 6. **b. Divisibility Rule for 12** A number is divisible by 12 if it is both divisible by 3 and 4. From this rule, for us to determine whether a number is divisible by 12, **First,** determine if the number is divisible by 3 by applying the divisibility rule for 3. **Second,** determine if the number is divisible by 4 by applying the divisibility rule for 4. Let us take 1,272 as an example. The sum of the digits of 1,272 is 12 which is a multiple of 3. Therefore, we can say that 1,272 is divisible by 3. Furthermore, the number formed by the last two digits of 1,272 is 72 which is a multiple of 4. This means that 1,272 is also divisible by 4. Now, since 1,272 is both divisible by 3 and 4, then it is divisible by 12. On the other hand, let us take a look at 3,202. The sum of the digits of 5,202 is 9 which is a multiple of 3. Therefore, we can say that 5,202 is divisible by 3. However, the number formed by the last two digits of 5,202 is 2 which is not divisible by 4. This means that 5,202 is not divisible by 4. Since 5,202 is only divisible by 3 but not by 4, then we can say that it is not divisible by 12. Since 4,500 and 1,272 can all be divided by 12, then 12 is a **common factor** of both of these numbers. **Worked Examples:** Determine if the following numbers are divisible by 12. 1. 636 2. 2,563 3. 7,500 **Answer:** **1. 636** First, let us determine if the given number is divisible by 3. The sum of the digits of 636 is 15. Since 15 is divisible by 3, then we can say that 636 is also divisible by 3.	https://www.youtube.com/ watch?v=FYspcGmQWic https://www.youtube.com/ watch?v=ic8lJaMc20w&t=697s *(Note: The same video contains the reference for the lesson on Day 3 which is the Divisibility Rule for 11)*

	Second, let us determine if the given number is divisible by 4. The number formed by the last two digits of 636 is 36. Since 36 is a multiple of 4, then we can say that 636 is divisible by 4. Now, since 636 is both divisible by 3 and 4, then we can conclude that 636 is also divisible by 12. **2. 2,563** First, let us determine if the given number is divisible by 3. The sum of the digits of 2,563 is 16. Since 16 is not divisible by 3, then it follows that 2,563 is also not divisible by 3. Since the number is not divisible by 3, we can already conclude that it is not divisible by 12 because it fails the condition that it must be divisible by 3. **3. 7,500** First, let us determine if the given number is divisible by 3. The sum of the digits of 7,500 is 12. Since 12 is a multiple of 3, then we can say that 7,500 is also divisible by 3. Second, let us determine if the given number is divisible by 4. Since 7,500 ends with two zeroes, then we can say that it is divisible by 4. Now, since 7,500 is both divisible by 3 and 4, then we can conclude that it is also divisible by 12. **2. Worked Example** Determine whether the following numbers are divisible by 6 or 12 using their divisibility rules. Write **N** if the number is neither divisible by 6 and 12. More than one rule may apply. 1. 942 2. 840 3. 1,648 4. 6,462 5. 54,000 **3. Lesson Activity** **(Refer to Worksheet 2)** *Key answer: (the students may put any of the following numbers for each item)* A. 1. TRUE 2. FALSE 3. TRUE 4. FALSE 5. TRUE B. 1. 6 2. 6 and 12 3. 6 4. 6 and 12 5. 6 and 12 **Activity 2.1**	In this part of the lesson, the teacher may adjust the number of items to be provided depending on the availability of time and the student's pacing. *Worked Example Key Answer:* 1. 6 only 2. 6 and 12 3. N 4. 6 only 5. 6 and 12 This lesson activity is suggested to be conducted at the end of the day's lesson. It can also be given as an assignment if time is constrained.

Identify the common factors of the given numbers using the divisibility rules for 6 and 12.

1. 246 and 834
2. 772 and 828
3. 2,346 and 918
4. 1,332 and 1,800
5. 2,652 and 7,176

DAY 3

SUB-TOPIC 3: Apply divisibility rules to determine if a number is divisible by 11 by observing the sum of the alternating digits of a number.

1. Explicitation

At a Christmas family reunion, 11 children sang Christmas Carols for their older relatives to ask for "pamasko". Four relatives gave an envelope containing an amount that they must equally divide among themselves. Now, they have to identify if the amount contained in each envelope can be equally divided among themselves. Let us help them determine which amount can be divided equally among 11 of them and which is/are not.

(Note: Money bills can be exchanged for equivalent value of lower denominations for easy grouping).

Envelope A

Envelope B

Envelope C

Envelope D

Envelope	Amount it Contains	Children											Excess amount
		1	2	3	4	5	6	7	8	9	10	11	
A													
B													
C													
D													

From the activity, we identified that 1,650, 4,400, and 3,905 are divisible by 11, while 3,550 is not. Let us investigate these numbers by filling out this table:

In this lesson, the teacher will stick to the theme of the week which is about preserving Filipino culture and financial sense among students. The same activity will be given but in a different context to show a wide array of application of concept. The teacher may localize and contextualize based on the existing culture of the community.

In this part of the lesson, the teacher can ask the students about their observations through guided questions and prompting.

In presenting each divisibility rule, the teacher

	Numbers	Sum of Odd-positioned digits	Sum of Even-positioned digits	Difference of the sums
Divisible by 11	1,650			
	4,400			
	3,905			
Not divisible by 11	3,550			

Now, let us focus on the numbers that are divisible by 11. What can you observe in the difference between the sum of the odd-positioned digits and the even-positioned digits?

From our observation of the difference between the odd-positioned digits and even-positioned digits of the numbers that are divisible by 11, we can generate this rule:

Divisibility Rule for 11

A number is divisible by 11 if the difference between the sum of its odd-positioned digits and even-positioned digits is (a) zero or (b) a multiple of 11.

From this rule, for us to determine whether a number is divisible by 11,

First, identify and label which digits of the number are odd-positioned and even-positioned.

Second, take the sum of the odd-positioned digits and even-positioned digits.

Third, take the difference between the greater sum and the lesser sum.

Lastly, observe if the difference is zero or a multiple of 11.

Let us take 1,650 as an example and apply this rule.

Labeling the odd-positioned digits and even-positioned digits in 1,650, we will have:

1 **3**
1 , 6 5 0
2 **4**

After labeling, we can see that the digits that are odd-positioned are 1 and 5, while those that are even-positioned are 6 and 0.

Next, taking their sums, we have:

Odd-Positioned: 1 + 5 = 6

Even-Positioned: 6 + 0 = 6

Then, subtracting these sums we will have:

Difference of Sums: 6 – 6 = 0

Now, since the difference between the sums of the odd-positioned digits and even-positioned digits of 1,650 is zero, then we can say that it is divisible by 11.

can ask the students to provide any number that fits the rule.

(In subtracting the sums of the alternating digits, the teacher should emphasize that the subtraction should be done in a manner that lesser sum is always subtracted from the greater sum.)

	On the other hand, let us take a look at 3,550. Labeling the odd-positioned digits and even-positioned digits in 1,650, we will have: **1** **3** 3 , 5 5 0 **2** **4** After labeling, we can see that the digits that are odd-positioned are 3 and 5, while those that are even-positioned are 5 and 0. Next, taking their sums, we have: Odd-Positioned: 3 + 5 = 8 Even-Positioned: 5 + 0 = 5 Then, subtracting these sums we will have: Difference of Sums: 8 – 5 = 3 Now, since 3 is neither zero nor a multiple of 11, then we can say that it is divisible by 11. From our activity, since 1,650, 4,400, and 3,905 can all be divided by 6, then 11 is a **common factor** of these three numbers. Let us verify if this divisibility rule applies to our other given values. **Worked Examples:** 1. 4,400 2. 3,905 3. 2,650 **Answer:** 1. 4,400 First, let us identify and label the odd-positioned digits and even-positioned digits in 4,400, we will have: **1** **3** 4 , 4 0 0 **2** **4** After labeling, we can see that the digits that are odd-positioned are 4 and 0, while those that are even-positioned are 4 and 0. Next, taking their sums, we have: Odd-Positioned: 4 + 0 = 4 Even-Positioned: 4 + 0 = 4 Then, subtracting these sums we will have: Difference of Sums: 4 – 4 = 0	In this part of the lesson, the teacher may adjust the

	Now, since the difference between the sums of the odd-positioned digits and even-positioned digits of 4,400 is zero, then we can say that it is divisible by 11. 2. 3,905 First, let us identify and label the odd-positioned digits and even-positioned digits in 3,905, we will have: **1 3** 3 , 9 0 5 **2 4** After labeling, we can see that the digits that are odd-positioned are 3 and 0, while those that are even-positioned are 9 and 5. Next, taking their sums, we have: Odd-Positioned: 3 + 0 = 3 Even-Positioned: 9 + 5 = 14 Then, subtracting these sums we will have: Difference of Sums: 14 – 3 = 11 Now, since the difference between the sums of the odd-positioned digits and even-positioned digits of 4,400 is 11, which is a multiple of 11, then we can say that 3,904 is divisible by 11. **3. 2,650** First, let us identify and label the odd-positioned digits and even-positioned digits in 4,400, we will have: **1 3** 2 , 6 5 0 **2 4** After labeling, we can see that the digits that are odd-positioned are 4 and 0, while those that are even-positioned are 4 and 0. Next, taking their sums, we have: Odd-Positioned: 2 + 5 = 7 Even-Positioned: 6 + 0 = 6 Then, subtracting these sums we will have: Difference of Sums: 7 – 6 = 0 Now, since the difference between the sums of the odd-positioned digits and even-positioned digits of 4,400 is one(1), which is not a multiple of 11, then we can say that 2,650 is not divisible by 11. **2. Worked Example**	number of items to be provided depending on the availability of time and the student's pacing. *Worked Example Answer:* 1. D 2. D 3. N 4. N 5. D This lesson activity (activity 3) is suggested to be conducted at the end of the day's lesson. It can also be given as an assignment if time is constrained. *Key answer:* *A.* 1. 572 2. 2,035 3. 4,081 4. 5,742 5. 16,819 B. 1. 1 2. 2 3. 8 4. 8 5. 0

Write **D** if the given number is divisible by 11. Write **N** if the number is not.
1. 1,573 2. 4,092 3. 3,654 4. 6,584 5. 14,300

3. Lesson Activity
(Refer to Worksheet 3)

D. Making Generalizations

DAY 4

1. Learners' Takeaways

From the discussion for this week,

When can we say that a number is divisible by ___?				
4?	8?	6?	12?	11?

2. Reflection on Learning

a. This week's lesson not only taught us about how to apply divisibility rules but we were also able to learn how to deal with money. Do you think it is important to manage and spend one's money correctly? What ways can you think to make wise use of your money?

b. Aside from being aware of our use of money, we also get to revisit one of the prominent cultures of Filipinos which is the celebration of Christmas. What do you think is the importance of this celebration among us? How can you make your own celebration of Christmas more meaningful?

In this part of the lesson, the teacher will guide the students in generalizing what they have learned by answering the given guide questions. The teacher can have it through oral recitation or a worksheet.

In this part of the lesson, the teacher will help the students realize the importance of the lesson as a math student and the application of the skills learned in the lesson in real life. This also emphasized the integration for the week which is on the importance of handling money and preserving Filipino culture.

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION

NOTES TO TEACHERS

A. Evaluating Learning

Day 4 **1. Formative Assessment**
(Refer to Worksheet 4)

B. Teacher's Remarks

Note observations on any of the following areas:	**Effective Practices**	**Problems Encountered**
strategies explored		
materials used		
learner engagement/ interaction		

Teachers are encouraged to record relevant observations or any critical teaching events that influence the attainment of the lesson objectives. Use or modify the provided template in recording the notable instructional areas or concerns. In addition, notes here can also be on tasks that will be

	others			continued the next day or additional activities needed.
C. Teacher's Reflection	*Reflection guide or prompt can be on:* ▪ *principles behind the teaching* *What principles and beliefs informed my lesson?* *Why did I teach the lesson the way I did?* ▪ *students* *What roles did my students play in my lesson?* *What did my students learn? How did they learn?* ▪ *ways forward* *What could I have done differently?* *What can I explore in the next lesson?*			Entries on this section are the teacher's reflections about the implementation of the whole lesson, which will serve as inputs for the LAC sessions. Use or modify the provided guide questions in eliciting teacher's insights.