

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	IV
	Teacher:		Learning Area:	MATHEMATICS
	Teaching Dates and Time:	SEPTEMBER 26-30, 2022 (WEEK 6)	Quarter:	1ST QUARTER

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
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I. OBJECTIVES				
A. Content Standards	Demonstrates understanding of multiplication and division of whole numbers including money			
B. Performance Standards	Is able to apply multiplication and division of whole numbers including money in mathematical problems and real-life situations			
C. Learning Competencies/ Objectives (Write the LCcode for each)	Divides 3- to 4-digit numbers by 1-to 2-digit numbers without and with remainder. M4NS-If-54.3			
II. CONTENT (Subject Matter)	Dividing 3- to 4-digit Numbers by 1- to 2-digit Numbers At the end of this lesson, you will be able to divide 3- to 4-digit numbers by 1-to 2-digit numbers without and with remainder.	Dividing 3- to 4-digit Numbers by 1- to 2-digit Numbers At the end of this lesson, you will be able to divide 3- to 4-digit numbers by 1-to 2-digit numbers without and with remainder.	Solving Multi-step Problems Involving Multiplication and Addition or Subtraction At the end of this module, you will be able to solve multi-step routine and non-routine problems involving multiplication and addition or subtraction using appropriate problem solving strategies and tools.	
III. LEARNING RESOURCES				
A. References				
1. Teacher's Guide pages	Math 4, Module 10	Math 4, Module 10	Math 4, Module 10	Math 4, Module 7
2. Learner's Material pages				
3. Textbook pages				

4. Additional Materials from Learning Resource LR portal																												
B. Other Learning Resources	Flashcards, pictures, illustrations	Cutouts, activity sheets, pictures	Cutouts, activity sheets, pictures																									
IV. PROCEDURE																												
	What I Know 1-5. Find the missing value to complete the table below. <table><tr><td>184</td><td>÷</td><td>4</td><td>=</td><td></td></tr><tr><td>÷</td><td></td><td>÷</td><td></td><td>÷</td></tr><tr><td>46</td><td>÷</td><td>2</td><td>=</td><td></td></tr><tr><td>=</td><td></td><td>=</td><td></td><td>=</td></tr><tr><td></td><td>÷</td><td></td><td>=</td><td></td></tr></table> 6. Divide 345 by 8. 7. What is the quotient when 2 472 is divided by 24? 8. If Juanito was able to save ₱4 680 from his allowance for six months, how much did he save per day? (Assume that 1 month has 30 days and that the amount of savings per day is constant or the same.) 9. A street leader received donations consisting of 115 kilograms of rice, 92 canned goods, and 276 eggs to be distributed to 23 households. How many of these donations will each household receive? 10. San Bartolome Elementary School has 2 496 pupils. If there will be 156 teachers to handle each class during this pandemic, how many pupils will be in each class?	184	÷	4	=		÷		÷		÷	46	÷	2	=		=		=		=		÷		=		What is It <u>Read and Learn More</u> Let us see if we have the same answer. To solve the problem, divide 912 by 6. You may follow the steps in dividing whole numbers to find the answer to the problem. 152 6) 912 - 6 31 - 30 12 - 12 0 Step 1 • Divide the first partial dividend (9) by the divisor. (9÷6 there is 1 group of 6 in 9) • Write 1 above the hundreds place. Multiply 1 by the divisor. (1x6=6) • Subtract 6 from 9. (9-6=3)	What I Can Do Solve the word problems below. Show your solution. 1. Miriam and her mother packed 1560 kilograms of rice in small plastic bags. How many plastic bags were used if each bag contained 15 kilograms? 2. Mr. Santos ordered 375 kilograms of dried fish packed in bags of 25 kilograms each. How many bags of dried fish could Mr. Santos expect to receive?
184	÷	4	=																									
÷		÷		÷																								
46	÷	2	=																									
=		=		=																								
	÷		=																									

Step 2

- Bring down the tens digit (1).
- Divide 31 by the divisor. ($31 \div 6$ there are 5 groups of 6 in 31)
- Write 5 above the tens place. Multiply 5 by the divisor. ($5 \times 6 = 30$)
- Subtract 30 from 31. ($31 - 30 = 1$)

Step 3

- Bring down the ones digit (2).
- Divide 12 by the divisor. ($12 \div 6 = 2$)
- Write 2 above the ones place. Multiply 2 by the divisor. ($2 \times 6 = 12$)
- Subtract 12 from 12. ($12 - 12 = 0$)

Therefore, Lolo Felix and his 5 friends will get 152 chilis each

Now look at the example below and learn how to divide a 4-digit number with a 2-digit divisor:

$$\begin{array}{r}
 122 \\
 22 \overline{) 2684} \\
 \underline{- 22} \\
 48 \\
 \underline{- 44} \\
 44 \\
 \underline{- 44} \\
 0
 \end{array}$$

Step 1

- Divide the first partial dividend (26) by the divisor. ($26 \div 22$ there is 1 group of 22 in 26)
- Write 1 above the hundreds place. Multiply 1 by the divisor. ($1 \times 22 = 22$)
- Subtract 22 from 26. ($26 - 22 = 4$)

Step 2

- Bring down the tens digit (8).
- Divide 48 by the divisor. ($48 \div 22$ there are 2 groups of 22 in 48)
- Write 2 above the tens place. Multiply 2 by the divisor. ($2 \times 22 = 44$)
- Subtract 44 from 48. ($48 - 44 = 4$)

Step 3

- Bring down the ones digit (4).
- Divide 44 by the divisor. ($44 \div 22 = 2$)
- Write 2 above the ones place. Multiply 2 by the divisor. ($2 \times 22 = 44$)
- Subtract 44 from 44. ($44 - 44 = 0$)

	What's In Try to answer this drill with your facilitator. Let your facilitator ask the given to you. Then, you should answer within 5 seconds for each item. Find the product of the following: 1. $8 \times 6 = 4$. $7 \times 6 =$ 2. $0 \times 3 = 5$. $8 \times 9 =$ 3. $4 \times 4 =$ Division is the process of finding out how many times one number is contained in another. The symbols for division are: <table><tr><td>division sign ($\div$)</td><td>$6 \div 3 = 2$</td></tr><tr><td>slash or slanted line ($/$)</td><td>$6/3 = 2$</td></tr><tr><td>overbar ($\overline{\hspace{1cm}}$)</td><td>$\frac{6}{3} = 2$</td></tr><tr><td>long division ($\overline{) \hspace{1cm}}$)</td><td>$\begin{array}{r} 2 \\ 3 \overline{) 6} \end{array}$</td></tr></table> In the division sentence above, 6 is the dividend, 3 is the divisor, and 2 is the quotient In case there is a number left after performing division, this number is called as the remainder. <table><tr><td>$\begin{array}{r} 5 \\ 10 \overline{) 51} \\ \underline{50} \\ 1 \end{array}$</td><td>← this is the remainder</td></tr></table> Write the quotient of each division sentence below. 1. $40 \div 5 =$ 3. $24 \div 4 =$ 5. $49 \div 7 =$ 2. $18 \div 3 =$ 4. $36 \div 6 =$	division sign ($\div$)	$6 \div 3 = 2$	slash or slanted line ($/$)	$6/3 = 2$	overbar ($\overline{\hspace{1cm}}$)	$\frac{6}{3} = 2$	long division ($\overline{) \hspace{1cm}}$)	$\begin{array}{r} 2 \\ 3 \overline{) 6} \end{array}$	$\begin{array}{r} 5 \\ 10 \overline{) 51} \\ \underline{50} \\ 1 \end{array}$	← this is the remainder	What's More Activity 1: Decoding: Solve the problem and then use the letters to solve the riddle. Write the letter in the box with the corresponding quotient. B $53 \overline{) 2968}$ R $14 \overline{) 5968}$ T $26 \overline{) 5590}$ O $15 \overline{) 5200}$ E $46 \overline{) 6288}$ What is the first name of Mr. Del Rosario, the Filipino Inventor, who invented the Karaoke Sing Along System in 1975? <table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>426 r 4</td><td>346 r 10</td><td>56</td><td>136 r 32</td><td>426 r 4</td><td>215</td><td>346 r 10</td></tr></table> Activity 2: Find the quotient. 1) $5628 \div 28$ 6) $2456 \div 6$ 2) $5725 \div 27$ 7) $674 \div 8$ 3) $4593 \div 45$ 8) $985 \div 5$ 4) $7650 \div 75$ 9) $654 \div 3$ 5) $6738 \div 32$ 10) $4320 \div 2$								426 r 4	346 r 10	56	136 r 32	426 r 4	215	346 r 10	Assessment Assessment 1. Find the quotient of each of the following to solve the puzzle. Do not leave any box blank. Across Down 2) $2205 \div 41$ 1) $8301 \div 15$ 5) $3004 \div 52$ 3) $4837 \div 23$ 7) $6132 \div 39$ 4) $1184 \div 18$ 9) $4392 \div 27$ 6) $9204 \div 31$ 10) $3924 \div 18$ 8) $3064 \div 14$
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	What's New Explore and Discover Bicolanos are known for their special liking for chilis. In fact, according to an article in philstar.com and also listed in Guinness, the world record holder for the most chilis eaten is a Bicolano named Eriberto N. Gonzales Jr. Lolo Felix and his 5 friends were just like Eriberto who love to eat chilis. In Lolo Felix' farm, he and his friends were trying to divide all the 912 chilis evenly among themselves. How many chilis does each of them get? Try answering the given problem. 		Additional Activities Divide the following numbers to find the quotient. 1. $684 \div 5$ 6) $5\,248 \div 85$ 2. $7\,385 \div 54$ 7) $975 \div 6$ 3. $5\,526 \div 6$ 8) $6\,260 \div 20$ 4. $380 \div 27$ 9) $4\,350 \div 48$ 5. $1\,296 \div 50$ 10) $846 \div 60$

E. Which of my teaching strategies worked well? Why did these work?	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks
F. What difficulties did I encounter which my principal or supervisor can help me solve?	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition