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Mathematics

Quarter 1 - Module 15: Week 7

**Dividing Mentally 2 to 3- Digit Numbers
by 1- Digit without Remainder**



Department of Education Republic of the Philippines

Mathematics – Grade 4

Alternative Delivery Mode

Quarter 1 - Module 15: Dividing Mentally 2- to 3- Digit by 1- Digit without Remainder

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This instructional material was collaboratively developed and reviewed by educators in the public schools. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of education at region10@deped.gov.ph.

We value your feedback and recommendations.

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What This Module is About

This module presents a series of activities which will help you learn, understand and value the importance of dividing numbers. It is about dividing mentally 2 to 3-digit numbers by 1- digit without remainder.

You will be dividing numbers without the use of pen and paper. It is expected then that you have already the prior knowledge of multiplication , concept on factors, multiples, divisible and divisibility rules. You will be given exercises and drills for you to master the process. The more drills you answer, the more you learn.



What I Need to

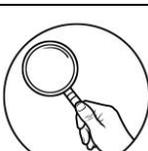
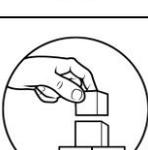
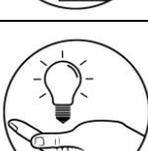
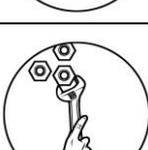
After completing this module, you are expected to divide mentally 2 to 3- digit numbers by 1- digit numbers without remainder .

How to Learn this Module

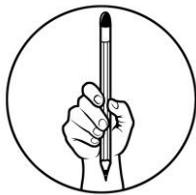
To achieve the objective of this module, you are to do the following:

- Take your time reading the lessons carefully.
- Follow the directions and/or instructions in the activities and exercises diligently.
- Answer all the given tests and exercises.

Icons of this Module

	What I Need to Know	This part contains learning objectives that are set for you to learn as you go along the module.
	What I Know	This is an assessment as to your level of knowledge to the subject matter at hand, meant specifically to gauge prior related knowledge.
	What's In	This part connects previous lessons with that of what you are going to learn.
	What's New	An introduction of the new lesson through various activities, before it will be presented to you.
	What is It	These are discussions of the activities as a way to deepen your discovery and understanding of the concept.
	What's More	These are follow-up activities that are intended for you to practice further in order to master the competencies.
	What I Have Learned	Activities designed to process what you have learned from the lesson
	What I Can Do	These are tasks designed to showcase your skills and knowledge gained, and applied into real-life concerns and situations.

	Post Assessment	This assessment evaluates your level of mastery in achieving the learning objectives.
	More Activities	These are additional activities designed to increase the level of your skills and knowledge.



What I Know

Divide the following numbers . Write your answers in your activity notebook.

1. $750 \div 5 =$ _____

2. $320 \div 8 =$ _____

3. $837 \div 9 =$ _____

4. $432 \div 4 =$ _____

5. $525 \div 5 =$ _____

6. $636 \div 6 =$ _____

7. $760 \div 8 =$ _____

8. $240 \div 6 =$ _____

9. $327 \div 3 =$ _____

$10.435 \div 5 = \underline{\hspace{2cm}}$

Lesson

1

Dividing Mentally 2 to 3- Digit Numbers by 1- Digit Numbers without Remainder



What's In

Give the quotient of the following as fast as you can. Write your answers in your activity notebook.

1. $12 \div 3 = \underline{\hspace{2cm}}$

2. $30 \div 5 = \underline{\hspace{2cm}}$

3. $40 \div 4 =$ _____

4. $80 \div 10 =$ _____

5. $45 \div 9 =$ _____



What's New

Read and analyze the situation.

Marlon and his three friends bought 124 face masks from the pharmacy. They divided the face masks equally among themselves. How many face masks did each of them receive?

Follow-up questions:

1. How many face masks did Marlon and his friends buy? _____
2. Where did they buy the face masks? _____
3. How many parts did they divide the face masks? _____
4. What mathematical operation to be used in solving the problem? _____



get the quotient without using your ball pen and paper? _____

What is It

To get the quotient without using ball pen and paper is called mental division. Let us solve the given problem using mental division. Study the steps below

$$124 \div 4 = n$$

$$(120 \div 4) + (4 \div 4)$$
$$30 + 1 = 31$$

Rename the dividend into a number that can be divided by the divisor exactly without any

Therefore, each of the 4 friends received 31 face masks.

Try another example using the same steps.

Divide 664 by 8 mentally.

$$664 \div 8 = n$$

$$(640 \div 8) + (24 \div 8)$$

$$80 + 3 = 83$$

$$\text{Thus, } 664 \div 8 = 83$$



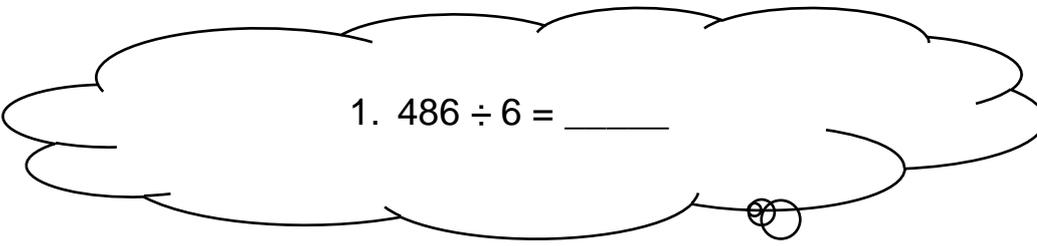
What's More

Find the quotient by renaming the dividend into a number divisible by the given divisor. Example is done for you. Write your answer in your activity notebook.

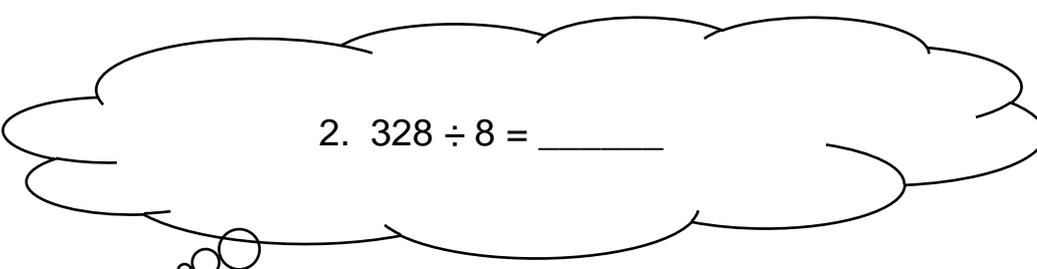
Example

$$144 \div 4 = \underline{\quad}$$

$$(120 \div 4) + (24 \div 4)$$

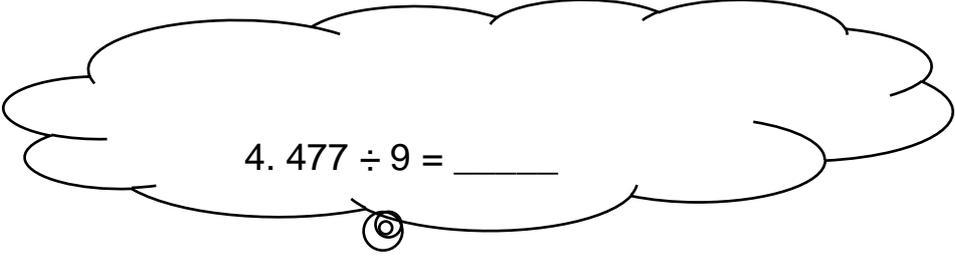


1. $486 \div 6 = \underline{\quad}$

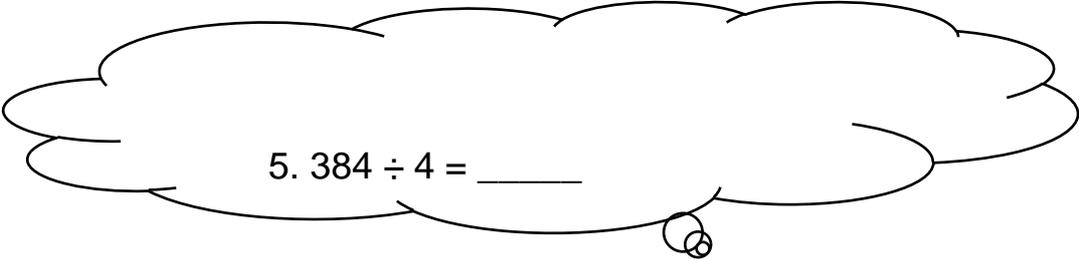


2. $328 \div 8 = \underline{\quad}$

$$3. 441 \div 7 = \underline{\quad}$$



4. $477 \div 9 = \underline{\quad}$



5. $384 \div 4 = \underline{\quad}$



What I Have Learned

Complete the paragraph by filling in the missing words. Write your answers in your activity notebook.

How to divide mentally 2 to 3-digit numbers by 1-digit without remainder?

To divide mentally 2 to 3-digit number by 1-digit number without remainder, rename the _____ into a number that can be divided by the _____ exactly without any _____. Divide and _____, the result will be the _____.



What I Can Do

Read and solve the following problem mentally. Write your answers in your activity notebooks.

1. There are 450 net books to be distributed equally among 5 schools. How many net books will be given to each school?
2. Tara and Laiza harvested 1600 dragon fruits. They placed them equally in 8 sacks. How many dragon fruits were in each sack?

3. The 819 pupils were divided into 9 equal groups to participate in a field demo contest. How many pupils were there in each group?

4. The 2 dozen ball pens will be divided equally to 8 children. How many ball pens will each child receive?

5. Father harvested 80 pieces of santol from the farm. He placed them in a basket containing 10 pieces each. How many baskets did father have?



Post Assessment

Divide mentally. Write your answers in your activity notebooks.

1. $120 \div 4 =$ _____

2. $324 \div 6 =$ _____

3. $480 \div 8 =$ _____

4. $270 \div 3 =$ _____

5. $189 \div 9 =$ _____

6. $7000 \div 7 =$ _____

7. $339 \div 3 =$ _____

8. $3521 \div 7 =$ _____

9. $520 \div 4 =$ _____

$$10. 280 \div 5 = \underline{\hspace{2cm}}$$



Additional Activities

A. Find the quotient mentally. Write your answers in your activity notebooks.

1. $510 \div 5 = \underline{\hspace{2cm}}$

2. $816 \div 8 = \underline{\hspace{2cm}}$

3. $812 \div 4 = \underline{\hspace{2cm}}$

4. $549 \div 9 = \underline{\hspace{2cm}}$

5. $595 \div 7 = \underline{\hspace{2cm}}$

B. Read and answer the problem. Write your answers in your activity notebooks.

1. One hundred forty canned juice were divided to 7 pupils. How many canned juice will each pupil received?

2. Mang Kim harvested 552 cabbage heads in his farm. If he will placed them in a sack by half-dozen, how many sacks will he need?

3. Antonette bought 6 boxes for her 240 cookies. If the cookies will be equally divided to 6 boxes, how many cookies should be placed in each box?

4. Mr. Kanor harvested 550 kilograms of mango from his farm. The buyer requested that it should be placed in a sack with 5 kilograms each. How many sacks does Mr. Kanor need?

5. A private organization donated 270 kilograms of rice in the barangay. The rice will be divided to 9 less fortunate families. How many kilograms of rice will each family received?



Answer Key

What I know	What I Have Learned
1. 150	Dividend
2. 40	Divisor
3. 93	Remainder
4. 108	Add
5. 105	Quotient/answer
6. 106	What I Can Do
7. 95	1. 90
8. 40	2. 200
9. 109	3. 91
10.87	4. 3
Activity 1 What's In	5. 8
1. 4	Post Assessment
2. 6	1. 30
3. 10	2. 54
4. 8	3. 60
5. 5	4. 90
What's New	5. 21
1. 124	6. 1 000
2. Pharmacy	7. 113
3. 4	8. 503
4. Division	9. 130
5. Yes / No	10. 56
What's More	Additional Activities
1. $(480 \div 6) + (6 \div 6)$ $\begin{array}{r} 80 + 1 \\ 81 \end{array}$	A.1. 102
2. $(320 \div 8) + (8 \div 8)$ $\begin{array}{r} 40 + 1 \end{array}$	2. 102

41	
3. $(420 \div 7) + (21 \div 7)$ 60 + 3 63	3. 203
4. $(450 \div 9) + (27 \div 9)$ 50 + 3 53	4. 61
5. $(360 \div 4) + (24 \div 4)$ 90 + 6 = 96 96	5.85
	B.1. 20
	2. 92
	3. 40
	4. 110
	5.30

Reference:

Tabilan, A., I. J. Arce., R. Pascua., Calayag, N., L. Dacuba., D. Borias., Buemia, R., M. Colao., I. Morandante., Danao, A., I. Gonzaga., I. Briones and J. A Daganta(2015) Mathematics – Grade 4 Teachers Guide., Department of Education

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