Workbook on Math (Grade 4)

Produced by 57-75
in partnership with the Ateneo Center for Educational Development
and the Department of Education Divisions of
Bayombong (Nueva Vizcaya), Guimaras, Iligan City (Lanao del Norte), Iloilo City (Iloilo),
Pampanga, San Isidro (Nueva Ecija), Pagbilao (Quezon) and Sual (Pangasinan)

Workbook on Math (Grade 4)

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PREFACE

In April 2008 the **57-75** Movement organized a workbooks development write-shop in order to come up with an immediate and effective response to the problem of lacking textbooks and instructional materials in public schools. For two weeks, master teachers from each of the **57-75** pilot sites compiled a series of workbooks on Science, English, and Mathematics designed for their elementary and high school students.

The write-shop aimed to: (1) identify least mastered skills in a subject area; (2) produce lesson guides that will help increase the ability of classroom instructors in developing the mastery level of students particularly in problematic subject areas; and (3) help teachers be creative in developing their own instructional materials based on resources available to them in their respective schools.

Both the faculty and students of the public school system are expected to gain from this project. Teachers will not only be aided by the problem-solving and explanations given in the workbooks but will also be helped in terms of gearing their students towards a unified understanding of the subject matter. This workbook will also serve as an alternative medium of instruction in the absence of textbooks and other necessary teaching materials that the less fortunate may not be able to afford.

The workbooks development write-shop is also **57-75**'s contribution to enhancing the reading proficiencies in its pilot sites.

57-75, a private sector-led movement created to help address the many problems of Philippine education, was inspired by one of the many disturbing indicators of the state of Philippine education – the results of the National Achievement Test, in which grade school pupils scored close to 57.

The reversal of numbers in the campaign name – from 57 to 75 – symbolizes what the movement is trying to do: *turn things around*, about radically rethinking the way we look at our education system and the way we support it. We believe that this kind of rethinking will help turn around the dismal trends in Philippine education, and eventually change statistics from 57 to 75.

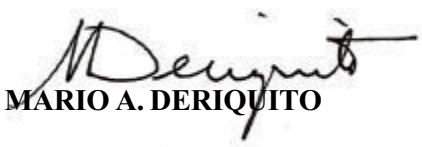
57-75 advocates *Focusing* on helping students stay in school, enhancing reading proficiencies, and improving achievement rates in math, science, and English; student and school *Performance*; and *Community Empowerment and Engagement.*

57-75 wishes to acknowledge the Ateneo Center for Educational Development for supervising the workshop. Much gratitude is also given to the League of Corporate Foundations' Committee on Education which funded the workshop through a grant provided by TeaM Energy Foundation, as well as to Jollibee Foundation for additional logistical support.

57-75 would also like to especially acknowledge the master teachers from the pilot sites – without their commitment, this workbook would not have been possible. We also extend our appreciation to the reviewers, editors and encoders of ACED who accommodated this project into their existing workload.

57-75 is also very grateful to the initial pool of corporate donors who have pledged to help in the reproduction of this workbook: TeaM Energy Foundation, Petron Foundation, Pilmico Corporation, BPI Foundation, Metrobank Foundation and Insular Life Foundation. Thank you for helping to reverse the education crisis!

In behalf of the National Task Force –



MARIO A. DERIQUITO

WORKBOOK ON GRADE 4 MATHEMATICS

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Lesson 1: Identifying Numbers through millions and billions.
(Competency I.A.1.1)

Exercise Set A

Directions: Write T if the number is in thousands, M if it is in millions and B if it is in billions.

_____ 1. 625, 479, 315

_____ 2. 263, 456, 029, 296

_____ 3. 476, 211

_____ 4. 924, 368, 121, 029

_____ 5. 3, 420, 000

Directions: Examine the given numbers below. Write them in the proper category where they should belong.

6. 476, 296, 026
7. 349, 926
8. 456, 000, 126, 000
9. 846, 296, 512
10. 2, 724, 029, 021

Billions	Millions	Thousands

Exercise Set B

Directions: Write T if the number is in thousands, M if it is in millions and B if it is in billions.

_____ 1. 456, 000, 461, 321

_____ 2. 145, 968, 274

_____ 3. 326, 126, 012, 600

_____ 4. 926, 396

_____ 5. 639, 027, 000

Directions: Examine the given numbers below. Write them in the proper category where they should belong.

6. 6. 405, 696
7. 634, 126, 000, 456
8. 396, 976, 126
9. 9, 206, 000, 476
10. 634, 029

Billions	Millions	Thousands

Lesson 2: Giving the place value/value of each digit in a 6 or more digit. (Competency I.A.1.2)

Exercise Set A

Directions: Identify the digit which represents the place value in the parentheses.

1. 245, 639 (hundreds) _____
2. 810, 725 (ten thousands) _____
3. 4, 032, 678 (millions) _____

Directions: Write the value of the underlined digit.

4. 13<u>4</u>, 597 _____
5. 2, 037, <u>9</u>46 _____
6. 5<u>6</u>, 124, 879 _____

Directions: Answer the following questions.

7. Which digit has the least value in 467, 325? _____
8. How many hundreds are there in 10, 000? _____
9. Given the number 787, 239, what will be the result when you add 4 to the digit in the hundreds place? _____
10. I am a four-digit number. My hundreds digit is seven. My ones digit is four less than my hundreds digit. My other digits are both twice as large as my ones digit. What number am I?_____

Exercise Set B

Directions: Tell which digit is in the given place value in the parentheses.

1. 103, 597 (tens) _____
2. 624, 875 (hundred thousands) ____
3. 3, 024, 765 (thousands) _____

Directions: Write the value of the underlined digit.

4. <u>2</u>03, 965 _____
5. 1, 320, 9<u>8</u>7 _____
6. 47, 9<u>5</u>2, 610 _____

Directions: Give what is asked for.

7. Which digit has the greatest value in 349, 215? _____
8. How many tens are there in 1, 000?_____
9. Given the number 645, 327, what will be the result when you add 6 to the digit in the hundreds place?_____
10. I am a four-digit number. My hundreds digit is six. My ones digit is two more than my hundreds digit. My other digits are both half as my hundreds digit. What number am I? _____

Lesson 3: Reading and writing numbers through millions and billions in symbols.

(Competency I.A.1.3)

Exercise Set A

Directions: Translate the following underlined word into numeral form.

_____ 1. Light travels about three hundred thousand kilometers per second.

_____ 2. "Pangaea" meaning "all land" was thought to exist two hundred twenty-five million years ago.

_____ 3. Jupiter's distance from the sun is seven hundred seventy-eight million kilometer.

_____ 4. The distance from the sun to planet Uranus is two billion eight hundred sixty-nine million kilometers.

_____ 5. Approximate diameter of Saturn is one hundred sixteen thousand six hundred kilometers.

Directions: Write the following in standard form. Place your answer before each number.

_____ 6. 629 tens

_____ 7. 24 hundreds and 39 ones

_____ 8. 6 ten thousands, 5 hundreds, 7 tens and 9 ones

_____ 9. 5 tens, 7 thousands, 2 ones and 9 hundreds

_____ 10. 8 hundred thousands, 5 thousands, 3 hundreds and 63 ones

Exercise Set B

Directions: On the blank provided, write the underlined words in standard numeral form.

_____ 1. Mars has a distance of two hundred twenty-eight million kilometers from the sun.

_____ 2. Approximate diameter of Jupiter is one hundred thirty-nine thousand, eight hundred ninety-two kilometers.

_____ 3. The sun's diameter is one million, three hundred eighty-four thousand kilometers.

_____ 4. Pacific Ocean covers about one hundred eighty-one million square kilometers nearly a third of the earth's surface.

_____ 5. The sun gives the earth about ninety-four billion kilowatts of energy.

Directions: Write the following in standard form. Place your answer before each number.

_____ 6. 234 tens

_____ 7. 13 hundreds and 64 ones

_____ 8. 7 hundred thousands, 2 thousands, 6 hundreds and 75 ones

_____ 9. 3 ten thousands, 2 hundreds, 3 tens and 6 ones

_____ 10. 9 tens, 4 thousands, 9 ones and 5 hundreds

Lesson 4: Reading and writing numbers through millions and billions in words.
(Competency I.A.1.4)

Exercise Set A

Directions: Match the word name in column A with its standard numeral form in column B. Write only the letter of the correct answer on the blank.

A	B
_____ 1. three hundred eighty-three million, sixty-thousand, two hundred fifteen	a. 62, 102, 340
_____ 2. sixty-two million, one hundred two thousand, three hundred forty	b. 25, 210, 069, 101
_____ 3. twenty-five billion, two hundred one million, sixty-eight thousand eleven	c. 383, 060, 215
_____ 4. sixty-seven million, fifty-six thousand, one hundred eighteen	d. 561, 209, 007, 279
_____ 5. five hundred sixty-one billion, two hundred nine million, seven thousand, two hundred seventy-nine	e. 516, 209, 070, 279
	f. 67, 056, 118
	g. 25, 201, 068, 011

Directions: Write the figure in words.

6. 924, 096 =

7. 46, 679, 321 =

8. 325, 639, 029, 725 =

9. 592, 000, 470, 500 =

10. 6, 000, 000 + 800, 000 + 400 + 20 =

Lesson 4: Reading and writing numbers through millions and billions in words.
(Competency I.A.1.4)

Exercise Set B

Directions: Match the word name in column A with its standard numeral form in column B. Write only the letter of the correct answer on the blank.

A	B
_____ 1. two hundred seventy-two million, fifty thousand, one hundred fourteen	a. 15, 302, 052, 013
_____ 2. seventy-two million, two hundred three thousand four hundred fifty	b. 78, 046, 219
_____ 3. fifteen billion, three hundred two million, fifty-two thousand, thirteen	c. 272, 500, 141
_____ 4. seventy-eight million, forty-six thousand, two hundred nineteen	d. 472, 308, 008, 168
_____ 5. four hundred seventy-two billion, three hundred eight million, eight thousand, one hundred sixty-eight	e. 272, 050, 114
	f. 472, 308, 080, 186
	g. 72, 203, 450

Directions: Write the figures in words.

6. 693, 063

7. 59, 463, 201

8. 263, 528, 038, 616

9. 692, 000, 380, 700

10. 7, 000, 000 + 400, 000 + 600 + 80

Lesson 5: Comparing numerals using the symbols >, < or =. Ordering numerals from least to greatest and vice versa. (Competency I.A.1.5)

Exercise Set A

Directions: Write >, < or = on the blank.

1. 456, 032 _____ 456, 023
2. ninety million, 479 thousand, eight _____ 90, 479, 080
3. 95, 000 + 375 _____ 95, 000 + 300 + 75
4. 300, 00 + 70, 000 + 80 _____ 370, 800

Directions: Arrange the following numbers by writing 1, 2, 3, 4 on the blank.

a. least to greatest

5. 98, 627 _____ 403, 128 _____ 314, 812 _____ 97, 862 _____

6. 32, 946, 102 _____ 32, 964, 120 _____ 32, 464, 012 _____ 32, 446, 021 _____

b. greatest to least

7. 612, 456 _____ 621, 465 _____ 631, 564 _____ 613, 968 _____

8. 5, 029, 126 _____ 5, 092, 162 _____ 5, 920, 612 _____ 5, 092, 126 _____

Directions: Supply missing digit on the blank that will make each statement true.

9. 4, 8__5 > 4, 885
10. 3, 65 __, 872 < 3, 651, 872

Lesson 5: Comparing numerals using the symbols >, < or =. Ordering numerals from least to greatest and vice versa. (Competency I.A.1.5)

Exercise Set B

Directions: Write >, < or = on the blank.

1. 394, 629 _____ 394, 692
2. sixteen million, 829 _____ 16, 009, 298
3. 60, 000 + 926 _____ 60, 000 + 900 + 260
4. 400, 000 + 8, 000 + 70 _____ 408, 070

Directions: Arrange the following numbers by writing 1, 2, 3, 4 on the blank.

a. least to greatest

5. 84, 216 _____ 84, 261 _____ 84, 612 _____ 84, 062 _____

6. 5, 429, 126 _____ 5, 942, 612 _____ 5, 492, 111 _____ 5, 704, 198 _____

a. greatest to least

7. 324, 198 _____ 362, 027 _____ 314, 213 _____ 374, 281 _____

8. 2, 029, 135 _____ 2, 921, 362 _____ 4, 021, 875 _____ 3, 210, 766 _____

Directions: Write the missing digit on the blank to make the statement true.

9. 6__249 > 68, 429
10. 98__436 < 981, 436

Lesson 6: Rounding off numbers to the nearest tens and hundreds.
(Competency I.A.2.1, 2.2)

Exercise Set A

Directions: Complete the function machine.

Rule: Round to the nearest tens.

	Input	Output
1.	37	
2.	63	
3.	385	

Rule: Round to the nearest hundreds.

	Input	Output
4.	572	
5.	735	
6.	2, 451	

Directions: Multiple choice. Encircle the best answer.

7. Which number can be rounded to 50?
   a. 42 b. 47 c. 57

8. Which number can be rounded to 400?
   a. 326 b. 333 c. 419

9. Which is the smallest number that can be rounded to 60?
   a. 50 b. 55 c. 61

10. Which is the largest number that can be rounded to 700?
    a. 620 b. 657 c. 743

Exercise Set B

Directions: Complete the function machine.

Rule: Round to the nearest tens.

	Input	Output
1.	42	
2.	77	
3.	265	

Rule: Round to the nearest hundreds.

	Input	Output
4.	463	
5.	824	
6.	3,512	

Directions: Multiple choice. Encircle the best answer.

7. Which number can be rounded to 40?
   a. 46 b. 37 c. 32

8. Which number can be rounded to 500?
   a. 528 b. 434 c. 426

9. Which is the smallest number that can be rounded to 70?
   a. 71 b. 65 c. 60

10. Which is the largest number that can be rounded to 500?
    a. 440 b. 534 c. 529

Lesson 7: Rounding off numbers to the nearest thousands, ten thousands and hundred thousands.

(Competency I.A.2.3 – 2.5)

Exercise Set A

Question: What is the difference between elephants and fleas?

To answer this question:

1. Round to the indicated place value.
2. Each time the answer appears in the code, write the letter above it.

____ E 6,543 (nearest thousands)	____ H 110 (nearest hundreds)
____ T 48,485 (nearest ten thousands)	____ V 8,787 (nearest thousands)
____ L 629, 563 (nearest hundred thousands)	____ B 44 (nearest tens)
____ P 643 (nearest tens)	____ U 89, 754 (nearest ten thousands)
____ C 28, 473 (nearest thousands)	____ S 4,541 (nearest thousands)

CODE:

____ ______ ____ ___ ___ A N _____ ____
7,000 600,000 7,000 640 100 50,000 5,000

_____ A N ___ A ____ ____ F ______ ____ A ____
28,000 100 9,000 7,000 600,000 7,000 5,000

__ _____ _____ F ______ ____ A _____ _____ A N _____
40 90,000 50,000 600,000 7,000 5,000 28,000 50,000

___ A ____ ____ ____ _____ ____ ___ ___ A N _____ ____
100 9,000 7,000 7,000 600,000 7,000 640 100 50,000 5,000

Lesson 7: Rounding off numbers to the nearest thousands, ten thousands and hundred thousands.
(Competency I.A.2.3 – 2.5)

Exercise Set B

Question: Who invented the first automobile?

To answer this question:

1. Round to the indicated place value.
2. Each time the answer appears in the code, write the letter above it.

____ A 56,403 (nearest thousands)
____ I 3,743 (nearest tens)
____ H 8,050 (nearest hundreds)
____ N 1,843 (nearest thousands)
____ T 4,269 (nearest thousands)
____ O 6,785 (nearest thousands)
____ E 763,496 (nearest hundred thousands)
____ R 241,039 (nearest hundred thousands)
____ L 30,027 (nearest ten thousands)
____ C 44,693 (nearest ten thousands)

CODE:

____	____	_____	____	____	_____	_____	S
2,000	3,740	40,000	8,100	7,000	30,000	56,000	

_____	U	G	____	____	____		B	U	____	_____	____		____	
40,000			2,000	7,000	4,000				3,740	30,000	4,000		56,000	

S	____	_____	____	M		P	____	W	____	____	____		D		
	4,000	800,000	56,000				7,000		800,000	200,000	800,000				

					Y			
____	_____	____	____		____	____	_____	
4,000	200,000	3,740	40,000		40,000	30,000	800,000	

Lesson 8: Rounding off numbers to the nearest millions.
(Competency I.A.2.6)

Exercise Set A

Directions: Round the given numbers to the nearest millions.

1. 3,263,926 _____
2. 4,506,039 _____
3. 21,798,765 _____
4. 35,206,007 _____
5. 643,900,278 _____

Directions: Write the missing digit.

6. __439,127 rounded to the nearest millions is 8,000,000.
7. 67,029,478 rounded to the nearest ten millions is __0,000,000.
8. __645,120 rounded to the nearest millions is 5,000,000.

Directions: Encircle the best answer.

9. Which is the smallest number that may be rounded to 3,000,000?
   a. 3,124,009
   b. 2,569,827
   c. 2,398,189
10. Which is the largest number that may be rounded to 56,000,000?
    a. 56,592,087
    b. 56,489,909
    c. 55,988,297

Exercise Set B

Directions: Round the given numbers to the nearest millions.

1. 4,357,827 _____
2. 7,526,329 _____
3. 12,687,998 _____
4. 69,302,697 _____
5. 863,540,029 _____

Directions: Write the missing digit.

6. 9,345,617 rounded to the nearest millions in __, 000,000.
7. __592,026 rounded to the nearest millions is 7,000,000.
8. 43,924,100 rounded to the nearest ten millions is __0, 000,000.

Directions: Encircle the best answer.

9. Which number may be rounded to 6,000,000?
   a. 5,396,728
   b. 5,498,887
   c. 6,245,021
10. Which is the largest number that may be rounded to 74,000,000?
    a. 73,920,874
    b. 73,599,101
    c. 73,210,112

Lesson 9: Rounding off numbers to the nearest billions.
(Competency I.A.2.7)

Exercise Set A

Directions: Round to the indicated place value.

1. 634,210 (nearest thousands) _____
2. 86,421,029 (nearest millions) _____
3. 2,739,029,123 (nearest billions) _____
4. 943,111 (nearest hundred thousands) _____
5. 53,100,329,987 (nearest ten billions) _____

Directions: Answer the following.

6. Which number may be rounded to 4,000,000?
   (3,456,798 4,296,179 4,512,029)
   Underline the answer.

7. Out of 1,345,002 people who attended the rally, 296,500 were men. The rest were women and children. About how many women and children attended the rally? Round your answer to the nearest millions.

8 – 10. Nine hundred seventy-five thousand twenty-six people joined the campaign for "Operation Linis". Round the number to the nearest tens, ten thousands, hundred thousands.

Exercise Set B

Directions: Round to the indicated place value.

1. 6,456,320,003 (nearest billions) _____
2. 74,263,124 (nearest millions) _____
3. 456, 396 (nearest hundred thousands) _____
4. 93,206,000,124 (nearest ten billions) _____
5. 345,639 (nearest thousands) _____

Directions: Answer the following.

6. The number of people who watched boxing was close to 2,000,000. The actual number could be (1,349,250 1,503,104 1,499,895) Underline the answer.

7. There were 1,200,500 people who joined the prayer rally. Of these 755,000 were women and children. The rest were men. About how many men attended the rally? Round your answer to the nearest hundred thousands.

8 – 10. One million five hundred forty-two thousand people joined the campaign for "Saving Mother Earth." Round the number to the nearest ten thousands, hundred thousands and millions.

Lesson 10: Writing the Roman numeral for a given Hindu-Arabic numeral and vice versa.
(Competency I.A.3)

Exercise Set A

Directions: Match the Roman numeral with its equivalent in Hindu-Arabic numeral. Write only the letter of the correct answer.

_____ 1. MCCLXV	a. 99
_____ 2. XCIX	b. 1,256
_____ 3. CMXLI	c. 1,450
_____ 4. DCCCXXXIV	d. 941
_____ 5. MCDL	e. 834
	f. 1,265

Directions: Change the given numbers to their equivalent Roman numerals. Then put together the letters to form words.

Ex: 1,000 + A + 50 + 50 = MALL

6. 500 + O + 5 + E = _____

7. 1,000 + A + 500 + E = _____

8. F + 4 + E = _____

9. 100 + A + 5 + E = _____

10. 504 + E = _____

Lesson 10: Writing the Roman numeral for a given Hindu-Arabic numeral and vice versa.
(Competency I.A.3)

Exercise Set B

Directions: Match the Roman numeral with its equivalent in Hindu-Arabic numeral. Write only the letter of the correct answer.

_____ 1. CDLXXVI	a. 957
_____ 2. MMMDCXXXVIII	b. 114
_____ 3. CMLVII	c. 1,746
_____ 4. XCIV	d. 476
_____ 5. MDCCXLVI	e. 3,638
	f. 94

Directions: Change the given numbers to their equivalent Roman numerals. Then put together the letters to form words.

Ex. 1,000 + A + 500 = MAD

6. 1,001 + 100 + E = _____

7. 501 + 1,000 + E = _____

8. 1,009 + ER = _____

9. 50 + A + 1,000 + E = _____

10. E + 10 + A + 100 + T = _____

Lesson 11: Adding 6 or more digit numbers with 4 or more addends with sums through billions without regrouping.
(Competency I.B.1.1)

Exercise Set A

Directions: Arrange in columns and then add.

1. 25,571 + 2,100 + 10,000 + 111 = _____
2. 140 + 104,720 + 34,000 + 100,000 = _____
3. 30,000,000 + 22,000,000 + 40,000,000 + 1,000,000 = _____
4. 1,000,000 + 40,000 + 300,000 + 44,000 = _____
5. 580,000 + 10,000,000 + 9,000,000 + 400,000 = _____

Directions: Find the missing digits.

6. 345021 + _5_947 = 99896_
7. _0271_3 + 5_0_356 = 6727489
8. 30452 + 132_0 + 3_2_1_ = 385695
9. 3_201452 + 535_103 + 31_231_ + 3021 = 38679888
10. _4_120 + 4213 + 12_3_ + 4304_2 = 886986

Exercise Set B

Directions: Arrange in columns and then add.

1. 32,014,112 + 1,230,230 + 20,000 + 1,415 = _____
2. 2,403 + 21,102 + 121,340 = _____
3. 212,000 + 1,240,111 + 5,000 + 53,021,643 = _____
4. 3,215,021 + 2,300,432 + 121,314 + 200,121 = _____
5. 30,000,111 + 521,021,230 + 10,314,020 + 200 + 200,000 = _____

Directions: Find the missing digits.

6. 234510 + ====== = 764829
7. ====== + 23506 = 595786
8. 2_1042 + 52_3_ + 3031_1 = 576983
9. 2_10_13 + 3023241 + 53403_ + 11_4 = 5968389
10. _4321_ + 2013_2 + 32_23 + __041 = 689978

Lesson 12: Adding 6 or more digit numbers with 4 or more addends with sums through billions with regrouping. (Competency I.B.1.2)

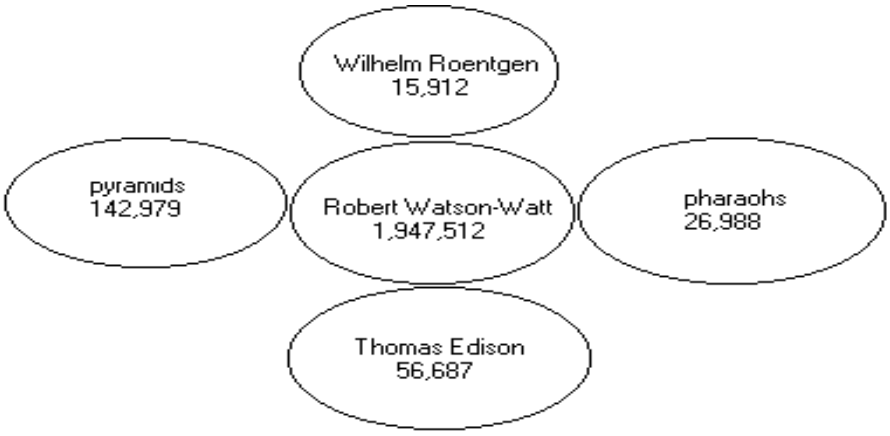
Exercise Set A

Directions: Add then look for the answer in the code. Write the code that will answer the given statement.

1. In 1879, _____ invented the light bulb.
   43,688 + 12,999
2. X-rays are discovered by physicist _____ in the late 1800s.
   1,234 + 14,678
3. Radar, which was first used during World War II for detecting aircraft, was developed by English scientist _____.
   1,855,678 + 91,834

4 – 5. Egyptian kings, called _____, were buried in tombs called _____.
9,187 + 17,801
54,198 + 88,781

CODE:



Directions: Arrange in columns then add.

9. 3,456,024 + 20,463,029 + 429,867 + 3,988
10. 456,024,012 + 6,214,692 + 345,210 + 24,021
11. 245,029,029 + 24,029,113 + 129 + 421,069 + 1,224

Directions: Find the missing digits.

12.
$$\begin{array}{r} \_2301\_ \\ +\ \ 579\_8 \\ \hline 481\_13 \end{array}$$

10.
$$\begin{array}{r} 27034\_1 \\ +\ \ \_9\_092 \\ \hline \_101543 \end{array}$$

Lesson 12: Adding 6 or more digit numbers with 4 or more addends with sums through billions with regrouping. (Competency I.B.1.2)

Exercise Set B

Directions: Add.

1. 634,201 + 53,429 + 1,699 + 45,026

2. 3,029,456 + 4,234,120 + 621,009 + 52,124

3. 45,023,021 + 3,145,134 + 456,029 + 61,032

4. 6,345,429,021 + 456,036,156 + 7,326,204

5. 34,000,296,029 + 639,150,134 + 7,263,246

Directions: Arrange in columns and then add.

6. 324,526 + 4,502 + 32,112

7. 126,029,311 + 24,245,126 + 129 + 4,529

8. 345 + 456,240 + 12,029 + 2,000,629 + 121

Directions: Find the missing digits.

9. 2 8 5 _ + _ 6 _ 1 = 6 _ 7 5

10. _ 5 6 _ 2 _ 1 1 + 3 8 _ 6 9 0 8 _ = 9 _ 0 2 _ 9 _ 0

Lesson 13: Showing the commutative/order property of addition. (Competency I.B.2.1)

Exercise Set A

Directions: Fill in the blanks.

1. If 4 + 7 = 11, then ___ + 4 = 11.
2. If 15 + 20 = 35, then 20 + ___ = 35.
3. If 26 + 14 = 40, then 14 + 26 = ___.
4. If 75 + 36 = 111,
   then ____+ 75 = 111.
5. If 118 + 259 = _____,
   then 259 + 118 = 377.

Directions: Use commutative property to find the sum easily.
Ex.: 16 + 6 + 4 = 16 + 4 + 6 = 26

6. 11 + 8 + 2 + 9 = _____
7. 13 + 17 + 7 = _____
8. 42 + 14 + 8 = _____
9. 75 + 10 + 25 = _____
10. 24 + 12 + 6 + 8 = _____

Exercise Set B

Directions: Fill in the blanks.

1. If 6 + 9 = 15, then 9 + _____ = 15.
2. If 27 + 17 = 44, then 17 + 27 = ___
3. If 14 + 13 = ___, then 13 + 14 = 27.
4. If 63 + 18 = 81, then ___ + 63 = 81.
5. If 148 + 211 = 359,
   then 211 + ____ = 359.

Directions: Use commutative property to find the sum easily.
Ex: 13 + 29 + 7 = 13 + 7 + 29 = 49

6. 4 + 21 + 6 + 9 = _____
7. 27 + 30 + 3 = _____
8. 19 + 44 + 6 = _____
9. 65 + 20 + 35 = _____
10. 11 + 15 + 9 + 5 + 3 = _____

Lesson 14: Showing the associative property of addition.
(Competency I.B.2.2)

Exercise Set A

Directions: Write the missing number.

1. $3 + (7 + 5) = (3 + 7) + 5$

   $3 + \_\_\_\_\_ = \_\_\_\_\_ + 5$

   $\_\_\_\_\_ = \_\_\_\_\_$

2. $(11 + 8) + 20 = 11 + (8 + 20)$

   $\_\_\_\_\_ + 20 = 11 + \_\_\_\_\_$

   $\_\_\_\_\_ = \_\_\_\_\_$

3. $5 + (10 + 8) = (5 + 10) + \_\_\_\_\_$

   $5 + \_\_\_\_\_ = 15 + 8$

   $\_\_\_\_\_ = \_\_\_\_\_$

4. $\_\_\_\_\_ + (7 + 2) = (15 + 7) + 2$

   $15 + 9 = \_\_\_\_\_ + 2$

   $\_\_\_\_\_ = \_\_\_\_\_$

5. $40 + (\_\_ + 15) = (40 + 10) + \_\_\_\_\_$

   $40 + \_\_\_\_\_ = 50 + 15$

   $\_\_\_\_\_ = \_\_\_\_\_$

6. $(102 + 8) + \_\_\_\_\_ = 102 + (8 + 12)$

   $\_\_\_\_\_ + 12 = 102 + \_\_\_\_\_$

   $\_\_\_\_\_ = \_\_\_\_\_$

Directions: Do as you are told.

7-8. Use the addends 8,7 and 4. Write two different addition sentences then solve each.

9-10. What is the other addend if one group is 11 + 10 and the sum is 30? Write the number sentence and solve it.

Exercise Set B

Directions: Write the missing number.

1. $3 + (8 + 7) = (4 + 8) + \_\_\_\_\_$

   $4 + \_\_\_\_\_ = 12 + 7$

   $\_\_\_\_\_ = \_\_\_\_\_$

2. $(20 + 9) + \_\_\_\_\_ = 20 + (9 + 12)$

   $\_\_\_\_\_ + 12 = 20 + \_\_\_\_\_$

   $\_\_\_\_\_ = \_\_\_\_\_$

3. $16 + (7 + 12) = (16 + \_\_\_\_) + 12$

   $16 + \_\_\_\_\_ = 23 + \_\_\_\_\_$

   $\_\_\_\_\_ = \_\_\_\_\_$

4. $\_\_\_\_ + (6 + 3) = (8 + 6) + \_\_\_\_$

   $8 + \_\_\_\_ = \_\_\_\_ + 3$

   $\_\_\_\_ = \_\_\_\_$

5. $(81 + 7) + \_\_\_\_\_ = 81 + (7 + 90)$

   $\_\_\_\_\_ + 90 = 81 + \_\_\_\_\_$

   $\_\_\_\_\_ = \_\_\_\_\_$

6. $18 + (20 + 7) = (18 + 20) + 7$

   $\_\_\_\_\_ + 27 = \_\_\_\_\_ + 7$

   $\_\_\_\_\_ = \_\_\_\_\_$

Directions: Do as you are told.

7-8. Use the addends 6, 5 and 2. Write two different addition sentences then solve each.

9-10. What is the other addend if one group is 15 + 14 and the sum is 50? Write the number sentence and solve it.

Lesson 15: Identifying the identity property of addition.
(Competency I.B.2.5)

Exercise Set A

Directions: Supply the missing number that will make each equation correct.

1. 483 + 0 = _____
2. _____ + 920 = 920
3. 1200 + _____ = 1200

Directions: Put a check (√) on the blank provided for if the equation shows the identity property of addition and a cross (x) if it does not show.

_____ 4. 30 + 10 = 10 + 30

_____ 5. 2526 + 0 = 2526

_____ 6. 0 + 341 = 341

_____ 7. 20 + (8 + 2) = (20 + 8) + 2

Directions: Complete each equation. Write IPA on the blank if the equation shows the Identity Property of Addition.

_____ 8. 29 + (31 + 15) = (__ + 31) + 15

_____ 9. _____ + 862 = 862

_____ 10. 5600 + 0 = _____

Exercise Set B

Directions: Supply the missing number that will make each equation correct.

1. 685 + _____ = 685
2. 0 + 1020 = _____
3. 0 + _____ = 941

Directions: Put a check (√) on the blank provided for if the equation shows the identity property of addition and a cross (x) if it does not show.

_____ 4. 24 + (12 + 31) = (24 + 12) + 31

_____ 5. 0 + 765 = 765

_____ 6. 112 + 35 = 35 + 112

_____ 7. 1000 + 0 = 1000

Directions: Complete each equation. Write IPA on the blank if the equation shows the Identity Property of Addition.

_____ 8. _____ + 63 = 63 + 49

_____ 9. 715 + _____ = 715

_____ 10. _____ + 0 = 92

Lesson 16: Estimating the sum of 6 or more digit addends.
(Competency I.B.3)

Exercise Set A

Directions: Round each addend to the highest place value then add.

1. $\begin{array}{r} 345029 \\ +\ 20035 \\ \hline \end{array}$

2. $\begin{array}{r} 471292 \\ +\ 526037 \\ \hline \end{array}$

3. $\begin{array}{r} 624126 \\ +\ 435272 \\ \hline \end{array}$

4. $\begin{array}{r} 124629 \\ +\ 672215 \\ \hline \end{array}$

5. $\begin{array}{r} 325459 \\ 572698 \\ +\ 5212 \\ \hline \end{array}$

Directions: Below are the prices of some school supplies. Use your estimation skills to answer each of the questions without using paper and pencil.

Pad paper – P18.25
Notebook – P19.00
Ballpen – P4.95
Paste – P3.50
Pencil – P2.50
Pentel pen – P29.50
Crayons – P25.75

6. Joan has P30.00. Can she buy a notebook, ballpen and pencil?
7. You have P40.00. How many pastes can you buy?
8. About how much will 5 pad papers cost?
9. You have P100.00. You bought 2 pentel pens. How many notebooks can you still buy?
10. About how much will a pad paper, notebook and pentel pen cost?

Exercise Set B

Directions: Round each addend to the highest place value then add.

1. $\begin{array}{r} 459211 \\ +\ 32598 \\ \hline \end{array}$

2. $\begin{array}{r} 329129 \\ +\ 492345 \\ \hline \end{array}$

3. $\begin{array}{r} 156029 \\ +\ 297356 \\ \hline \end{array}$

4. $\begin{array}{r} 4529629 \\ +\ 635015 \\ \hline \end{array}$

5. $\begin{array}{r} 602429 \\ 129632 \\ +\ 6241 \\ \hline \end{array}$

Directions: Arrange each item in column form then estimate the sum.

6. 325,526 + 4,926

7. 459,211 + 324,010 + 24,029

8. 321,024 + 63,456

9. 64,029,126 + 5,456,311

10. 745,111 + 230,599

Lesson 17: Adding mentally 2 to 3 digit numbers with sums up to 300 without regrouping.
(Competency I.B.4)

Exercise Set A

Directions: Find the sum by adding mentally.

1. $\begin{array}{r} 204 \\ +\ 495 \\ \hline \end{array}$
2. $\begin{array}{r} 125 \\ +\ 612 \\ \hline \end{array}$
3. $\begin{array}{r} 302 \\ +\ 281 \\ \hline \end{array}$
4. $\begin{array}{r} 178 \\ +\ 220 \\ \hline \end{array}$
5. $\begin{array}{r} 214 \\ +\ 152 \\ \hline \end{array}$
6. $\begin{array}{r} 259 \\ +\ 140 \\ \hline \end{array}$
7. $\begin{array}{r} 402 \\ +\ 57 \\ \hline \end{array}$
8. $\begin{array}{r} 314 \\ +\ 82 \\ \hline \end{array}$

Directions: Solve mentally.

9. Two hundred forty chickens, fifty pigs and five horses are on the farm. How many animals are on the farm?

10. James and John each run ten laps around the farm. Joy and Jane each run seven laps. How many laps do they ran in all?

Exercise Set B

Directions: Find the sum by adding mentally.

1. $\begin{array}{r} 134 \\ +\ 205 \\ \hline \end{array}$
2. $\begin{array}{r} 324 \\ +\ 451 \\ \hline \end{array}$
3. $\begin{array}{r} 291 \\ +\ 108 \\ \hline \end{array}$
4. $\begin{array}{r} 125 \\ +\ 44 \\ \hline \end{array}$
5. $\begin{array}{r} 262 \\ +\ 115 \\ \hline \end{array}$
6. $\begin{array}{r} 102 \\ +\ 294 \\ \hline \end{array}$
7. $\begin{array}{r} 243 \\ +\ 56 \\ \hline \end{array}$
8. $\begin{array}{r} 310 \\ +\ 149 \\ \hline \end{array}$

Directions: Solve mentally.

9. Roy has 150 toy space vehicles and Ray has 245. How many toy space vehicles do they have in all?

10. Dianne planted twelve rows of beans, fifteen rows of peas and ten rows of carrots. How many rows did she plant?

Lesson 18: Solving word problems involving addition.
(Competency I.B.4.1)

Exercise Set A

Directions: Read and solve each problem carefully.

1. Last summer, Mang Ely gathered from his 4 mango trees. From the first tree, he gathered 2045 mangoes; from the second, 1985; from the third, 2345; and from the fourth, 3206. How many mangoes did he gather in all?

2. Look at the population per grade of Malaya Elementary School. Then answer the questions that follow:

   Grade I – 524

   Grade 2 – 615

   Grade 3 – 495

   Grade 5 – 487

   Grade 6 – 505

   a. What is the total population of Malaya Elementary School?
   b. How many Grade 1 and 2 pupils are there?
   c. How many Grade 3 and 4 pupils are there?
   d. How about Grade 5 and 6 pupils?
   e. What is the total number of pupils for Grades 1, 2 and 3?
   f. What is the total number of pupils for Grades 4, 5 and 6?

3. Yesterday, the snack bar at the pool sold 978 hotdogs. Today, it sells 1,270 hotdogs. How many hotdogs were sold for two days?

4. Dominique bought a pair of shoes worth P3,450.00, a t-shirt for P725.75 and pants for P1,345.50. How much did he pay the cashier?

5. Last March, Marie exported 15,425 children's dresses and 12,520 embroidered blouses. How many pieces of garments did she export in all?

Lesson 18: Solving word problems involving addition.
(Competency I.B.4.1)

Exercise Set B

Directions: Read and solve each problem carefully.

1. Manny harvested 25,413 pineapples for a canning firm. He harvested 9,058 more to be distributed and sold to the local markets. How many pineapples did Manny harvests?

2. Celeste purchased a bag worth P625.00, a jacket for P712.50 and a t-shirt that costs P475.25. How much is her total purchases?

3. During the rally, 15,340 men and 21,624 women and children attended it. How many people attended the rally?

4. Last year, Ric deposited P425,102.00 and this year P395.020.00. How much did he deposit in 2 years?

5. Look at the cost of sandwiches and drinks. Then answer the questions that follow:

Sandwiches	
Hamburger	P25.00
Cheeseburger	P29.75
Pimiento	P24.00
Chicken	P26.50
Drinks	
Pepsi	P12.00
Juice	P15.00
Milk	P14.50
Coffee	P13.00

   a. How much will I spend for 6 hamburgers?

   b. How much will I pay for a cheeseburger and chicken sandwich, pepsi and juice?

   c. What two items can I buy if I have only P40.00?

   d. How much will I spend for all the sandwiches and drinks?

   e. If I had P10.00 left after buying pimento sandwich, hamburger and juice, how much money did I have at first?

   f. Can I buy 2 cheeseburger sandwich and a juice with P70.00 only?

Lesson 19: Analyzing word problems involving addition.
(Competency I.B.4.1.1 – 4.1.4)

Exercise Set A

Directions: Analyze each problem carefully.

1. Judy, the Property Custodian distributed 3,295 Math books, 2,960 English books and 1,586 Science books for Grade I to VI pupils. How many books were distributed in all grade levels?

    a. Asked: _____
    b. Given: _____
    c. Operation to be used: _____
    d. Number Sentence: _____
    e. Answer: _____

2. Anne bought a refrigerator worth P12, 745.00 and a television, which costs P18, 680.00. How much did she pay to the cashier?

    a. Asked: _____
    b. Given: _____
    c. Operation to be Used: _____
    d. Number Sentence: _____
    e. Answer: _____

Exercise Set B

Directions: Analyze each problem carefully.

1. Nel gathered 2,419 eggs on the first week and 987 eggs on the second week. How many eggs did he gather in 2 weeks?

    a. Asked: _____
    b. Given: _____
    c. Operation to be Used: _____
    d. Number Sentence: _____
    e. Answer: _____

2. Jona earned P187, 450.00 in year 2006 while Julia earned P175, 625.00 for the same year. How much did they earn altogether?

    a. Asked: _____
    b. Given: _____
    c. Operation to be Used: _____
    d. Number Sentence: _____
    e. Answer: _____

Lesson 20: Solving mentally 1-step word problems involving addition with sums up to 300 without regrouping. (Competency I.B.4.2)

Exercise Set A

Directions: Read and solve mentally.

1. Study the table then answer the given questions below.

FABU ELEMENTARY SCHOOL			
Grade I	152	Grade 4	140
Grade 2	125	Grade 5	132
Grade 3	121	Grade 6	120

   a. How many Grades 1 and 2 pupils are there?
   b. What is the combined enrolment of Grades 3 and 4?
   c. What is the total number of pupils enrolled in Grades 5 and 6?
   d. How many pupils are enrolled in Grades 1, 2 and 3 altogether?
   e. How many pupils are enrolled in Grades 4, 5 and 6 altogether?
   f. What is the sum of the enrolment of Grades 1 and 6?

2. Liza likes to read pocketbooks. She read 102 pages on Monday, 121 on Tuesday, 61 on Wednesday, 213 on Thursday and the remaining 154 pages on Friday.

   a. How many pages did Liza read on Monday and Tuesday?
   b. How many pages did Liza read on Thursday and Friday?
   c. Find the sum of the pages of the 2 days where Liza read the least.
   d. Find the sum of the pages of the 2 days where Liza read the most.

Lesson 20: Solving mentally 1-step word problems involving addition with sums up to 300 without regrouping. (Competency I.B.4.2)

Exercise Set B

Directions: Read and solve mentally.

1. Study the table then answer the given questions below.

FABU ELEMENTARY SCHOOL			
Grade I	141	Grade 4	131
Grade 2	134	Grade 5	125
Grade 3	123	Grade 6	122

   a. How many Grades 1 and 2 pupils are there?
   b. What is the sum of the enrolment of Grades 3 and 4?
   c. What is the combined enrolment of Grades 5 and 6?
   d. What is the total number of pupils enrolled in Grades 1, 2 and 3?
   e. How many pupils are enrolled in Grades 4, 5 and 6 altogether?
   f. Find the number of pupils of the two grades with least enrollment.

2. Shelly and Jomel read storybooks. Here is the table of the number of pages they read.

	Mon	Tue	Wed	Thur	Fri
SHELLY	10	21	14	20	30
JOMEL	11	20	12	24	30

   a. How many pages did Shelly read in five days?
   b. How many pages did Jomel read in five days?
   c. Find the sum of the pages of the 2 days where Shelly read the most?
   d. Find the sum of the pages of the 2 days where Jomel read the least?

Lesson 21: Subtracting 5 or more digit numbers from 6 or more digit numbers without regrouping.
(Competency I.C.1.1)

Exercise Set A

Directions: Find the difference. Choose and encircle the letter of the correct answer.

1.	- 35463 24051	q. 11502	r. 11421	s. 11412	t. 11312
2.	- 50987 40615	s. 10472	t. 10372	u. 10362	v. 10271
3.	- 246518 26204	r. 220332	s. 220324	t. 220318	u. 220314
4.	- 798655 507235	a. 291320	b. 291400	c. 291402	d. 291420
5.	- 928976 215673	w. 703330	x. 710033	y. 713303	z. 713330

What is the hidden word? _____

Directions: Write in column then subtract.

6. 476,029 – 25,012

7. 898,765 – 431,650

8. 3,463,901 – 210,601

Directions: Find the missing numbers.

9.
$$\begin{array}{r} 6\_593 \\ -\ 32\_5\_ \\ \hline 370\_1 \end{array}$$

10.
$$\begin{array}{r} \_68495 \\ -\ 63\_\_4 \\ \hline 90\_05\_ \end{array}$$

Lesson 21: Subtracting 5 or more digit numbers from 6 or more digit numbers without regrouping.
(Competency I.C.1.1)

Exercise Set B

Directions: Find the difference. Choose and encircle the letter of the correct answer.

1.	- 63209 41206	s. 22003	t. 22030	u. 22033	v. 22333
2.	- 95678 40345	m. 55321	n. 55330	o. 55331	p. 55333
3.	- 347625 26413	c. 312212	d. 320212	e. 321212	f. 324212
4.	- 547389 340262	a. 207127	b. 207136	c. 207177	d. 207187
5.	- 8721677 410523	j. 8310145	k. 8311154	l. 8311245	m. 8311254

What is the hidden word? _____

Directions: Write in column then subtract.

6. 289,676 – 45,605

7. 789,882 – 561,401

8. 4,039,657 – 28,435

Directions: Find the missing numbers.

9.
$$\begin{array}{r} 84\_72 \\ -\ \_33\_2 \\ \hline 3\_64\_ \end{array}$$

10.
$$\begin{array}{r} 4\_9378 \\ -\ \_06\_72 \\ \hline 37\_2\_6 \end{array}$$

Lesson 22: Subtracting 5 or more digit by 6 or more digit number with regrouping.
(Competency I.C.2.1)

Exercise Set A

Directions: Read the story. Solve and use the decoder to fill in the missing words.

The Giving Tree

Once there was a tree and she loved the little boy. Everyday the boy would come and he would gather her _____ and make them into crowns and play King
1. 54,123 – 13,905
of the Forest. He would climb her trunk and swing from her branches and eat apples. And they would _____ hide and seek. And when he was tired he would
2. 18,478 – 12,859
sleep in her shade. And the boy loved the tree very much. But time went by and the boy grew older. And the tree was often alone. Then one day the boy came to the tree. "I want to buy _____ and have fun. I want some money. Can you give me some
3. 507,401 – 402,960
money?" said the boy. "I'm sorry but I have only leaves and apples. Take them and sell them in the city." And so the boy climbed the tree, gathered her apples and carried them away. He stayed _____ for a long time. When he came back, the boy asked
4. 17, 800 – 8,614
again for a boat. "Cut down my trunk and make it, then you sail away and be happy," said the tree. And after a long time the boy came back again. "I'm sorry boy, but I have _____ left to give you," said the tree. "I don't need very much now," said
5. 409,312 – 319,120
the boy. Just a quiet place to sit and rest." "Well," said the tree. An old stump is good for sitting and resting. Come, boy, sit down and rest. The boy did and the tree was very _____.

6. 41,870 – 36,595

DECODER

9,186 Away	104,441 Things	40,218 Leaves	5,275 Happy	5,619 Play	90,192 Nothing

Directions: Find the difference.

7. $\begin{array}{r} 604924 \\ -\ 52480 \\ \hline \end{array}$

8. $\begin{array}{r} 780107 \\ -\ 23065 \\ \hline \end{array}$

9. $\begin{array}{r} 924600 \\ -\ 51359 \\ \hline \end{array}$

10. $\begin{array}{r} 8024276 \\ -\ 16089 \\ \hline \end{array}$

Lesson 22: Subtracting 5 or more digit by 6 or more digit number with regrouping.
(Competency I.C.2.1)

Exercise Set B

Directions: Use the corresponding letters to find the word below.

1. $\begin{array}{r} 50456 \\ -\ 29284 \\ \hline \end{array}$ U

2. $\begin{array}{r} 43503 \\ -\ 24269 \\ \hline \end{array}$ L

3. $\begin{array}{r} 320671 \\ -\ 51925 \\ \hline \end{array}$ H

4. $\begin{array}{r} 256800 \\ -\ 92346 \\ \hline \end{array}$ F

5. $\begin{array}{r} 560728 \\ -\ 29095 \\ \hline \end{array}$ P

6. $\begin{array}{r} 704826 \\ -\ 493249 \\ \hline \end{array}$ E

268,746	211,577	19,234	531,633	164,454	21,172	19,234

Directions: Find the difference.

7. $\begin{array}{r} 64028 \\ -\ 1295 \\ \hline \end{array}$

8. $\begin{array}{r} 860206 \\ -\ 47065 \\ \hline \end{array}$

9. $\begin{array}{r} 913500 \\ -\ 61278 \\ \hline \end{array}$

10. $\begin{array}{r} 7032385 \\ -\ 15098 \\ \hline \end{array}$

Lesson 23: Subtracting numbers with zero difficulty.
(Competency I.C.2.2)

Exercise Set A

Directions: Write the following mathematical sentences into equations then solve. Write the answer on the blank.

1. 700,452 minus 430,095 _____

   Answer: _____

2. subtract 224,286 from 456,000 _____

   Answer: _____

3. 640,300 decreased by 20,508 _____

   Answer: _____

4. difference between 300,000 and 263,451 _____

   Answer: _____

5. deduct 1,245,000 from 6,700,000 _____

   Answer: _____

Directions: Find the difference.

6. $\begin{array}{r} 200000 \\ -\ 149267 \\ \hline \end{array}$

7. $\begin{array}{r} 400023 \\ -\ 120059 \\ \hline \end{array}$

8. $\begin{array}{r} 530600 \\ -\ 95408 \\ \hline \end{array}$

9. $\begin{array}{r} 26007200 \\ -\ 2904060 \\ \hline \end{array}$

10. $\begin{array}{r} 352865000 \\ -\ 120900264 \\ \hline \end{array}$

Lesson 23: Subtracting numbers with zero difficulty.
(Competency I.C.2.2)

Exercise Set B

Directions: Write the following mathematical sentences into equations then solve. Write the answer on the blank.

1. subtract 320,084 from 600,345 _____

   Answer: _____

2. 678,000 decreased by 446,175 _____

   Answer: _____

3. difference between 500,000 and 349,629 _____

   Answer: _____

4. subtract 113,175 from 567,000 _____

   Answer: _____

5. deduct 2,356,000 from 7,800,00 _____

   Answer: _____

Directions: Find the difference.

6. $\begin{array}{r} 100000 \\ -\ 98426 \\ \hline \end{array}$

7. $\begin{array}{r} 300034 \\ -\ 230047 \\ \hline \end{array}$

8. $\begin{array}{r} 620500 \\ -\ 86309 \\ \hline \end{array}$

9. $\begin{array}{r} 37008300 \\ -\ 3805070 \\ \hline \end{array}$

10. $\begin{array}{r} 441754000 \\ -\ 210800371 \\ \hline \end{array}$

Lesson 24: Estimating the difference of two numbers with four to six digits.
(Competency I.C.1.3)

Exercise Set A

Directions: Estimate the difference by rounding to its highest place value.

1. $\begin{array}{r} 69464 \\ -\ 22692 \\ \hline \end{array}$
2. $\begin{array}{r} 91043 \\ -\ 58692 \\ \hline \end{array}$
3. $\begin{array}{r} 426034 \\ -\ 159123 \\ \hline \end{array}$
4. $\begin{array}{r} 854110 \\ -\ 310989 \\ \hline \end{array}$

Directions: Fill in the blanks; round each price to the largest place value.

Pants
P595.00

T-shirt
P410.00

Umbrella
P380.00

Handkerchief
P57.50

5. Brenda bought 2 pants and 1 t-shirt. How much change will she have if she gave the cashier P2, 000.00? _____

6-7. You have P800.00. What 2 items can you buy? _____

8. You have P200.00. How much will your change be if you buy 3 handkerchiefs?

Directions: Solve the problems.

9. Three thousand two hundred parents attended the Year-end assembly. Of these, 1985 are female. About how many males are there?

10. Of the 4950 persons treated during a medical mission, 2123 were suffering from malnutrition and the rest from other kinds of illness. About how many were suffering from other kinds of illness?

Lesson 24: Estimating the difference of two numbers with four to six digits.
(Competency I.C.1.3)

Exercise Set B

Directions: Estimate the difference by rounding to its highest place value.

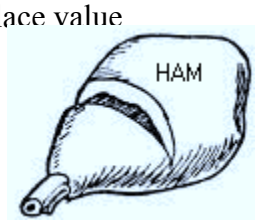
1. $\begin{array}{r} 72406 \\ -\ 36029 \\ \hline \end{array}$

2. $\begin{array}{r} 34215 \\ -\ 19876 \\ \hline \end{array}$

3. $\begin{array}{r} 697247 \\ -\ 229686 \\ \hline \end{array}$

4. $\begin{array}{r} 920156 \\ -\ 486787 \\ \hline \end{array}$

Directions: Fill in the blanks. Round each price to the largest place value



Sardines	Pie	Bread	Ham
P28.75	P9.50	P37.75	P199.00

5. About how much will your change if you have P300.00 and you bought a ham, 2 breads and a pie? _____

6-7. You have P50.00. What two items can you buy? _____

8. Joy bought 3 sardines. How much change will she have if she gave the cashier P100.00? _____

Directions: Solve the problems.

9. There are 6845 people in a prayer rally. 4263 are Catholics. About how many people are not Catholics?

10. There were 2629 orphans and 1201 street children who benefited from the fund raising campaign. About how many more orphans than street children were helped by the campaign?

Lesson 25: Subtracting mentally numbers with minuends up to 300 without regrouping.
(Competency I.C.2)

Exercise Set A

Directions: Subtract mentally.

1. $\begin{array}{r} 246 \\ -\ 125 \\ \hline \end{array}$
2. $\begin{array}{r} 298 \\ -\ 53 \\ \hline \end{array}$
3. $\begin{array}{r} 364 \\ -\ 203 \\ \hline \end{array}$
4. $\begin{array}{r} 379 \\ -\ 124 \\ \hline \end{array}$
5. $\begin{array}{r} 568 \\ -\ 247 \\ \hline \end{array}$
6. $\begin{array}{r} 656 \\ -\ 450 \\ \hline \end{array}$

Directions: Find the missing number to complete the puzzle. Use subtraction.

345	7.____	123
8._____	10	9.____
224	10.____	12

Exercise Set B

Directions: Subtract mentally.

1. $\begin{array}{r} 257 \\ -\ 134 \\ \hline \end{array}$
2. $\begin{array}{r} 285 \\ -\ 140 \\ \hline \end{array}$
3. $\begin{array}{r} 376 \\ -\ 52 \\ \hline \end{array}$
4. $\begin{array}{r} 389 \\ -\ 204 \\ \hline \end{array}$
5. $\begin{array}{r} 578 \\ -\ 223 \\ \hline \end{array}$
6. $\begin{array}{r} 672 \\ -\ 441 \\ \hline \end{array}$

Directions: Find the missing number to complete the puzzle. Use subtraction.

456	7.____	234
8._____	20	9.____
224	10.____	22

Lesson 26: Solving word problems involving subtraction of whole numbers including money with or without regrouping. (Competency I.C.3.1)

Exercise Set A

Directions: Read and solve the following word problems.

1. Antoinette bought a bracelet worth P575.00. She gave the salesperson P1,000.00. How much was her change?

2. Last month, the rancher had 1,456 goats. This month he has 948 goats. How many more goats does he have last month than this month?

3. Mary sold a total of P5,685.00 worth of t-shirts. She received P2,950.00 cash as payment and the rest will be paid in check. How much was paid in check?

4. Novie bought 3,400 pieces of batik shirts to sell in Iloilo. After two weeks, there were still 576 shirts unsold. How many shirts were sold?

5. In a month, Mang John earned P3,570.00 for selling goods. He gave P2,500.00 to his wife and save the rest. How much was his savings?

6. There were 25,496 people who watched the concert at San Mateo's gym last Friday. If 14,305 were females, how many were males?

7. The food committee ordered 2,000 hamburgers. Only 1,462 were eaten. How many hamburgers were left?

8. Emily wants to buy a colored television worth P12,670.00. She has P9,590.00 cash on hand. How much more money does she need in order to buy the colored television?

9. Marian's library has 42,863 books in the shelves. There are 35,690 English books. How many books are not English books?

10. Purok Maganda has 58,984 registered voters. If 35,082 are male, how many are female voters?

Lesson 26: Solving word problems involving subtraction of whole numbers including money with or without regrouping. (Competency I.C.3.1)

Exercise Set B

Directions: Read and solve the following word problems.

1. Helen bought a shoes worth P1,490.00. If she gave the cashier P2,000.00, how much was her change?

2. The rancher had 874 horses last year. This year he has 1,532 horses. How many more horses does he have this year than last year?

3. Lulu sold a total of P4,964.00 worth of pants and shorts. She received P2,630.00 cash as payment and the rest will be paid in check. How much was paid in check?

4. Aruba bought 4,200 pieces of batik shirts to sell in Passi. After a week, there were still 485 shirts unsold. How many shirts were sold?

5. In a week, Jeffrey earned P1,250.00 for selling newspapers. He gave P750.00 to his mother and saved the rest. How much was his savings?

6. There were 3,050 people who watched the concert at San Isidro's gym last Sunday. If 1,800 were adults, how many were children?

7. The food committee ordered 3,000 spaghettis. Only 2,134 were eaten. How many spaghettis were left?

8. Lily wants to buy a refrigerator worth P15,860.00. She has P11,520.00 cash on hand. How much more money does she need to buy the refrigerator?

9. Madel's library has 39,456 books in the shelves. There are 28,096 Science books. How many are not Science books?

10. Purok Magiliw has 49,315 registered voters. If 38,504 were female, how many were male voters?

Lesson 27: Analyzing word problems involving subtraction.
(Competency I.C.3.1.1 – 3.1.4)

Exercise Set A

Directions: Read and analyze each problem carefully.

1. Jade Elementary School has 2,894 pupils last year. This year, it has 3,476. How many pupils were added this year?

   a. Asked: _____

   b. Given: _____

   c. Operation to be used: _____

   d. Number sentence: _____

   e. Answer: _____

2. Madel bought materials worth P624.75 for her project. How much will her change be if she gave the cashier two P500.00 bills?

   a. Asked: _____

   b. Given: _____

   c. Operation to be used: _____

   d. Number sentence: _____

   e. Answer: _____

Exercise Set B

Directions: Read and analyze each problem carefully.

1. Miel Elementary School has 3,102 pupils last year. This year, it has 3,651. How many pupils were added this year?

   a. Asked: _____

   b. Given: _____

   c. Operation to be used: _____

   d. Number sentence: _____

   e. Answer: _____

2. Lena bought materials worth P1,246.50 for her project. How much will her change be if she gave the cashier one P1,000.00 and one P500.00 bills?

   a. Asked: _____

   b. Given: _____

   c. Operation to be used: _____

   d. Number sentence: _____

   e. Answer: _____

Lesson 28: Solving mentally 1-step word problems involving subtraction without regrouping.
(Competency I.C.3.2)

Exercise Set A

Directions: Solve each problem.

1. Glen has 124 mangoes. He gave 101 to his friends. How many mangoes were left with Glen?

2. Sister Carmen baked 47 cookies. The children under her care ate 35 of the cookies. How many cookies were left?

3. There are 68 pupils in Grade 4. Forty-five are Math Club members. How many are not Math Club members?

4. David bought 74 eggs. He used 44 eggs to make leche flan. How many eggs were left?

5. Carmela had 36 ballpens. She gave 25 to her classmates. How many ballpens she had left?

6. Aling Elsa had 235 chicos. She sold 204 of them. How many were left?

7. Out of 98 Grade IV – Masayahin pupils, only 12 did not join the field trip. How many joined the field trip?

8. A group of 456 pupils took the Grade 1 entrance examination. Only 325 passed. How many pupils failed?

9. Earl helps his father in the farm. There were 145 seedlings. If 110 seedlings have been planted, how many more does he need to plant?

10. Mother gave Nenen P65.00. She bought a book worth P40.00. how much money was left to her?

Lesson 28: Solving mentally 1-step word problems involving subtraction without regrouping.
(Competency I.C.3.2)

Exercise Set B

Directions: Solve each problem.

1. Kenneth has 35 chocolates. He gave 23 to his cousins. How many chocolates were left with Kenneth?

2. Aunt Neneng baked 134 cookies. Her visitors ate 103 of the cookies. How many cookies were left?

3. There are 78 Grade IV pupils. Thirty-two pupils are joining athletics. How many are not joining?

4. Kaye collected 63 shells. She gave 40 shells to her cousins. How many shells were left?

5. Monica had 47 pencils. She gave 34 to her friends. How many pencils she had left?

6. Tita Lily had 244 mangoes. She shared 213 to the neighborhood. How many were left?

7. Out of 87 Grade IV – Mabait pupils, 76 joined the Math camp. How many did not join the Math camp?

8. A group of 543 pupils took the freshmen entrance exam at Magiliw National High School. Only 32 pupils failed. How many passed the test?

9. Some 352 trees were planted last year but only 240 of the trees survived. How many trees died?

10. Aling Rose gave P250.00 to Ray as a birthday gift. If Ray bought a toy worth P150.00, how much money he had left?

Lesson 29: Solving 2-step word problems involving addition and subtraction including money.
(Competency I.C.4.1)

Exercise Set A

Directions: Solve the following problems.

1. Tita Gema had P3,000.00. She gave Donna P1,200.00 to buy pants and Lyn P500.00 to buy t-shirt. How much money she had left?

2. There were 5674 scouts who joined the camping. 3126 were girl scouts, 2095 boy scouts and the rest were scout leaders. How many were scout leaders?

3. A factory produced 3945 umbrellas on the first week and 4273 the following week. If 6207 were sold, how many umbrellas were left?

4. A laborer earned P5960.00 last month and P6705.00 this month. If he gave P10500.00 to his family, how much money was left to him?

5. Sheree went shopping. She bought a blouse for P675.00 and a pair of shoes for P1526.00. How much change did she receive if she gave the cashier 3 P1000.00 bills?

6. Dianne needs P300.00 for her project. Father gave her P125.00 and Mother gave her P100.00. How much more does she need?

7. Jay earns P310.00 for selling newspapers and P175.00 for running errands. He gave P300.00 to his mother and the rest for himself. How much does he keep for himself?

8. Of the 7986 books in one section of our library, 947 are English books and 763 are Math books. How many books are about other subjects?

9. Mang Miguel's monthly income is P25482.00 while his wife's monthly income is P19875.00. If their monthly expenses are P35540.00, how much is their monthly savings?

10. Emman gathered 1492 assorted fruits from his orchard. He gave his neighbors 321 fruits, his friends 207 fruits and his relatives 419 fruits. How many fruits were left to him?

Lesson 29: Solving 2-step word problems involving addition and subtraction including money.
(Competency I.C.4.1)

Exercise Set B

Directions: Solve the following problems.

1. Tito Rene had P5000.00. He gave Gerard P2400.00 to buy t-shirts and pants and Lyndon P1800.00 to buy milk and toys. How much money had left?

2. There were 4937 scouts who joined the camping. 2085 were boy scouts, 2176 girl scouts and the rest were scout leaders. How many were scout leaders?

3. Denise's factory produced 4207 baskets on the first week and 5216 the following week. If 8105 were sold, how many baskets were left?

4. A carpenter earned P6125.00 last month and P6550.00 this month. If he gave P11350.00 to his family, how much money was left to him?

5. Ana went shopping. She bought an umbrella worth P495.00 and pants worth P1360.00. If she gave the cashier 2 P1000.00 bills, how much change did she receive?

6. Amy needs P500.00 for her project. Father gave her P225.00 and Mother gave her P220.00. How much more does she need?

7. Nathan earns P470.00 for selling books and P250.00 for running errands. He gave P550.00 to his father and the rest for himself. How much does he keep for himself?

8. Of the 5873 books in one section of our library, 1456 are Science books and 898 Math books. How many books are about other subjects?

9. Mang Ramon's monthly income is P23975.00 while his wife's monthly income is P21860.00. If their monthly expenses are P37640.00, how much is their monthly savings?

10. Niel gathered 1906 assorted fruits from his orchard. He gave 369 to his relatives, 343 to his friends and 312 to his neighbors. How many fruits were left to him?

Lesson 30: Analyzing word problems involving addition and subtraction including money.

(Competency I.C.4.1.1 – 4.1.4)

Exercise Set A

Directions: Solve the following problems using the steps in problem solving.

1. Mother gave me P1000.00 to buy some grocery items. I bought dairy products at P95.00, fresh fruits at P200.00 and vegetables at P120.00. How much money was left to me?

   a. Asked: _____

   b. Given: _____

   c. Hidden question: _____

   d. Word clue/s: _____

   e. Operation to be used: _____

   f. Number sentence: _____

   g. Answer: _____

2. A baker baked 9867 cookies in the morning and 7029 cookies in the afternoon. If he was to deliver 18000 the following day, how many more cookies does he need to bake?

   a. Hidden question: _____

   b. Number sentence: _____

   c. Answer: _____

Exercise Set B

Directions: Solve the following problems using the steps in problem solving.

1. Kevin watched a movie and paid P75.00 as admission fee. Then he ate at a restaurant and paid P113.00. He spent P14.00 for transportation. How much money was left if he had P500.00 at the start?

   a. Asked: _____

   b. Given: _____

   c. Hidden question: _____

   d. Word clue/s: _____

   e. Operation to be used: _____

   f. Number sentence: _____

   g. Answer: _____

2. Janine collected 3456 seashells in the morning and 2611 seashells in the afternoon. If she gave 4678 seashells to Science center, how many seashells were left to her?

   a. Hidden question: _____

   b. Number sentence: _____

   c. Answer: _____

Lesson 31: Multiplying 5 or more digit factors by 2-digt factors with and without regrouping.
(Competency I.D.1.1)

Exercise Set A

Directions: Read the story. Solve and use the decoder to fill in the missing words.

Brotherly Love

Two brothers worked _____ (1. 784 x 50) in a family farm. One was unmarried and the other married with children. They _____ (2. 4087 x 36) what they grew equally as they always did produce and profit. But one day the unmarried one said to himself, "You know it's not right that we should share the _____ (3. 31075 x 72) equally and the profit, too. After all, I'm all alone, just by myself and my needs are simple; but there's my poor brother with a wife and all those children."

So, in the middle of the night, he took a sack of grain from his bin, crept over the field between their houses and _____ (4. 12016 x 64) it into his brother's bin.

Meanwhile, unknown to him, his brother had the same thought. He said to himself, "It is not right that we should share the product and profit _____ (5. 650193 x 87). After all, I am married and I have my wife and children to look after me in the years to come." So he, too, in the middle of the night took a sack of _____ (6. 93500 x 59) from his bin and sneaking across the field, deposited it in his brother's bin.

For years both were _____ (7. 54191 x 26) as to why their supply did not dwindle. Well, one night it just so happened that both go out of the house at the same time. In the dark they bumped into each other carrying their sacks. Each was stalled, but then it slowly dawned on them what was happening. They dropped their sacks and _____ (8. 421455 x 92) each other.

Suddenly the dark sky lit up and a voice from heaven spoke, "Here at last is the place where I will build my _____ (9. 107325 x 48). For where brothers meet in love, there My _____ (10. 93500 x 57) shall dwell."

DECODER

5151600 Temple	2237400 Product	56566791 Equally	5329500 Presence	1408966 Puzzled
769024 Deposited	38773860 Embraced	39200 Together	5516500 Grain	147132 Shared

Lesson 31: Multiplying 5 or more digit factors by 2-digit factors with and without regrouping.
(Competency I.D.1.1)

Exercise Set B

Directions: Multiply the following.

1. 45236 x 45

2. 63029 x 62

3. 102430 x 98

4. 211032 x 73

5. 30126 x 64

6. 1210234 x 17

Directions: Place the multiplication sign so that the product in each example is correct.

Ex: 2 2 6 = 132 ⟶ 22 x 6 = 132

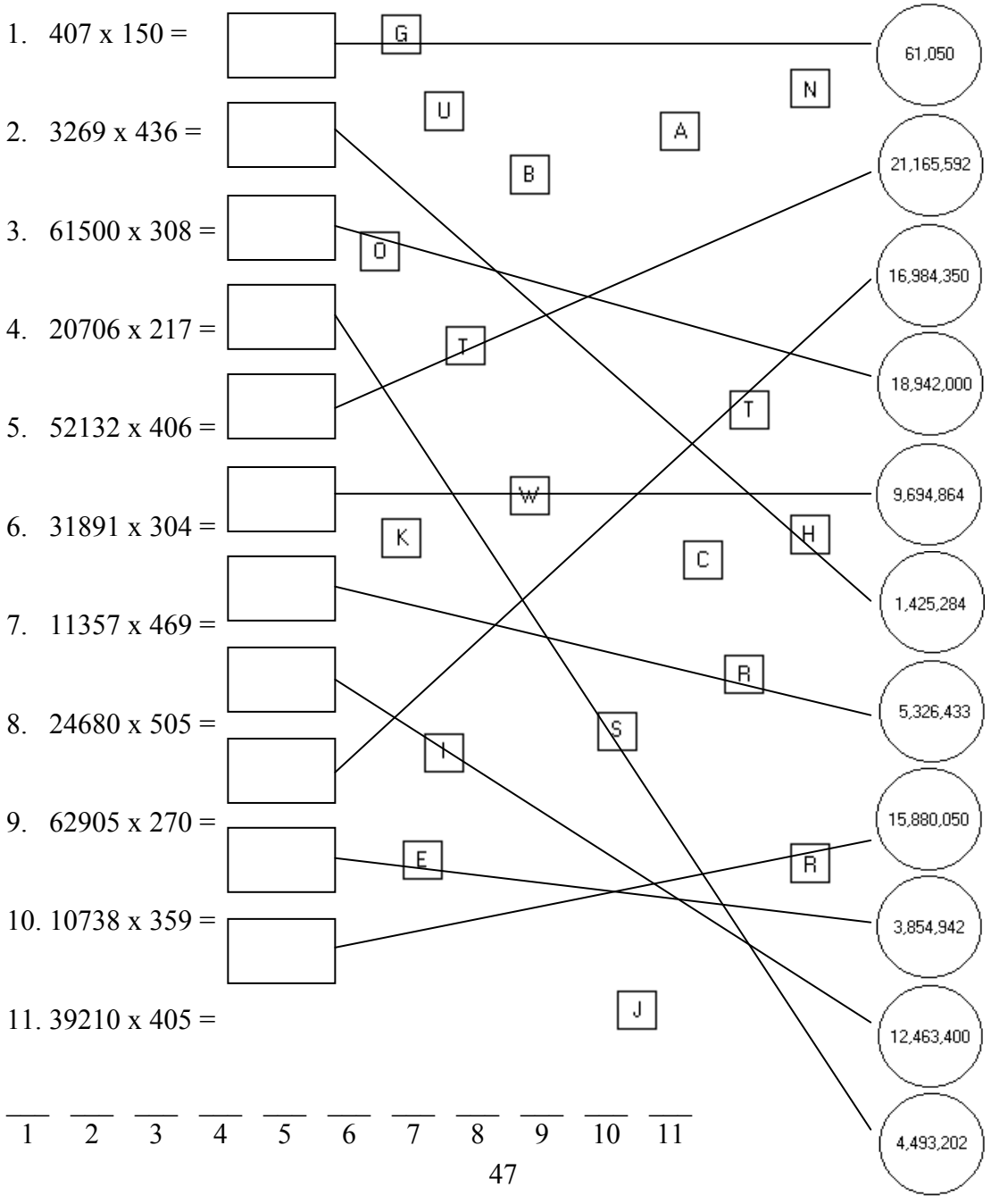
7 – 10. 1 3 5 7 9 0 = 122,130

Lesson 32: Multiplying 5 or more digit factors by 3-digit factors without and with regrouping.
(Competency I.D.1.2)

Exercise Set A

Directions: Fill in the products in the empty boxes below. Use a ruler to draw a line between each box and circle that contains the same product.

Copy the letters that the lines cross into the spaces below. Your result will be the answer to the following riddle: "Who wrote the biography of the Invisible Man?"



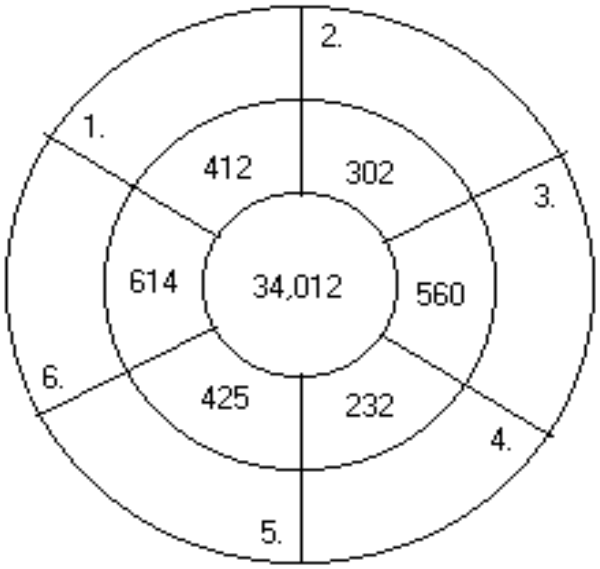
___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

1 2 3 4 5 6 7 8 9 10 11

Lesson 32: Multiplying 5 or more digit factors by 3-digit factors without and with regrouping.
(Competency I.D.1.2)

Exercise Set B

Directions: Find the product. Place your answer in the outer circle.



Directions: Multiply the following.

7. $\begin{array}{r} 23012 \\ \times\ \ 213 \\ \hline \end{array}$

8. $\begin{array}{r} 30124 \\ \times\ \ 202 \\ \hline \end{array}$

9. $\begin{array}{r} 41023 \\ \times\ \ 453 \\ \hline \end{array}$

10. $\begin{array}{r} 30231 \\ \times\ \ 946 \\ \hline \end{array}$

Lesson 33: Multiplying 5 or more digit factors having one to three zeros in both factors without regrouping.
(Competency I.D.1.3)

Exercise Set A

Directions: Find the product.

1. 23001×40
2. 103210×30
2. 70021×320
4. 23000×203
5. 10023×303
6. 21302×202
7. 11021×423

Directions: Answer the following:

8. What is 23,001 multiplied to 300?
9. If the factors are 32,001 and 12, what is the product?
10. What is 32,201 added 20 times?

Exercise Set B

Directions: Find the product.

1. 12013×30
2. 301201×40
3. 20321×320
4. 32000×302
5. 20013×303
6. 12320×220
7. 10112×234

Directions: Answer the following:

8. What is 32,010 multiplied by 200?
9. If the factors are 23,001 and 22, what is the product?
10. What is 23,102 added 20 times?

Lesson 34: Multiplying 5 or more digit factors having one to three zeros in both factors with regrouping.

(Competency I.D.1.4)

Exercise Set A

Directions: Multiply the following.

1. $\begin{array}{r} 20023 \\ \times\ 54 \\ \hline \end{array}$
2. $\begin{array}{r} 129018 \\ \times\ 30 \\ \hline \end{array}$
3. $\begin{array}{r} 210324 \\ \times\ 506 \\ \hline \end{array}$
4. $\begin{array}{r} 310024 \\ \times\ 900 \\ \hline \end{array}$
5. $\begin{array}{r} 54023 \\ \times\ 270 \\ \hline \end{array}$
6. $\begin{array}{r} 32014 \\ \times\ 60 \\ \hline \end{array}$
7. $\begin{array}{r} 420012 \\ \times\ 208 \\ \hline \end{array}$
8. $\begin{array}{r} 625414 \\ \times\ 540 \\ \hline \end{array}$
9. $\begin{array}{r} 2100324 \\ \times\ 684 \\ \hline \end{array}$
10. $\begin{array}{r} 1024033 \\ \times\ 325 \\ \hline \end{array}$

Exercise Set B

Directions: Multiply the following.

1. $\begin{array}{r} 30160 \\ \times\ 50 \\ \hline \end{array}$
2. $\begin{array}{r} 41006 \\ \times\ 60 \\ \hline \end{array}$
3. $\begin{array}{r} 102034 \\ \times\ 607 \\ \hline \end{array}$
4. $\begin{array}{r} 204102 \\ \times\ 802 \\ \hline \end{array}$
5. $\begin{array}{r} 256441 \\ \times\ 450 \\ \hline \end{array}$
6. $\begin{array}{r} 2001234 \\ \times\ 932 \\ \hline \end{array}$
7. $\begin{array}{r} 34020 \\ \times\ 40 \\ \hline \end{array}$
8. $\begin{array}{r} 23004 \\ \times\ 70 \\ \hline \end{array}$
9. $\begin{array}{r} 710020 \\ \times\ 600 \\ \hline \end{array}$
10. $\begin{array}{r} 20230 \\ \times\ 45 \\ \hline \end{array}$

Lesson 35: Multiplying 5 or more digit factors by multiples of 10,100 and 1000.
(Competency I.D.1.5)

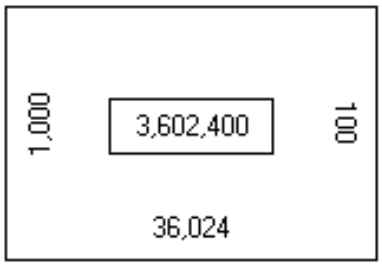
Exercise Set A

Directions: Find the product mentally. Write the answers only on the blanks provided.

1. 32,456 x 10 = _____
2. 46,023 x 20 = _____
3. 14,231 x 400 = _____
4. 634,023 x 1,000 = _____
5. 23,122 x 300 = _____

Directions: Find the two numbers from the sides whose product is in the box. Circle the two numbers.

6.



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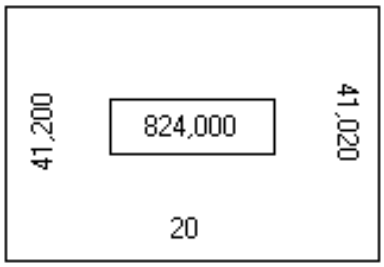

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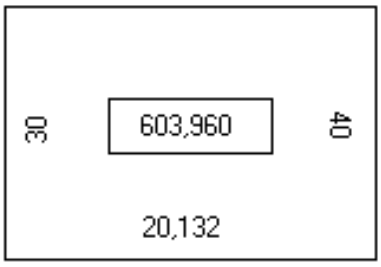

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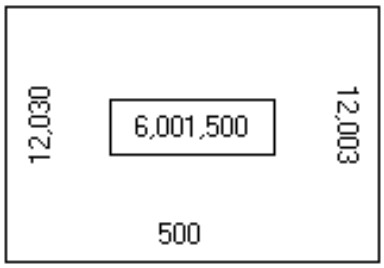

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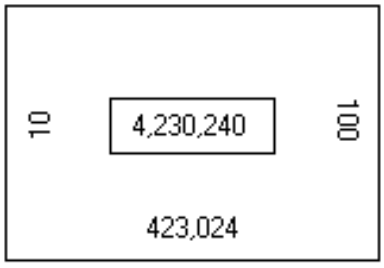


Lesson 35: Multiplying 5 or more digit factors by multiples of 10,100 and 1000.
(Competency I.D.1.5)

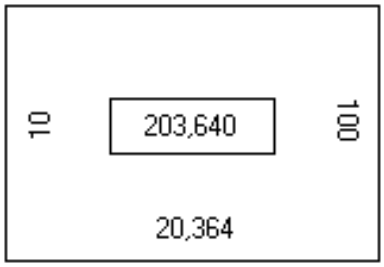
Exercise Set B

Directions: Find the product mentally. Write the answers only on the blanks provided.

1. 42,546 x 100 = _____
2. 23,046 x 20 = _____
3. 12,413 x 40 = _____
4. 346,203 x 1,000 = _____
5. 12,223 x 300 = _____

Directions: Find the two numbers from the sides whose product is in the box. Circle the two numbers.

6.



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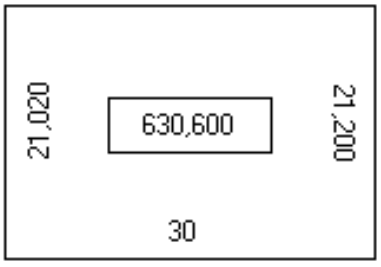

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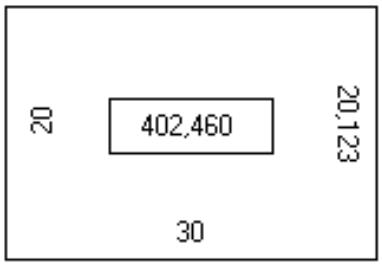

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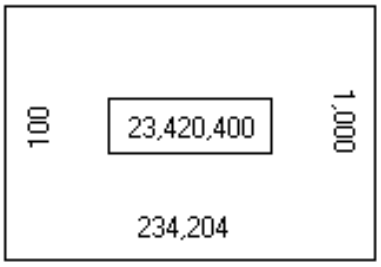

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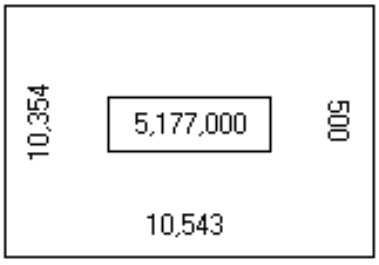


Lesson 36: Identifying the properties of multiplication.
(Competency I.D.2)

Exercise Set A

Directions: Identify the property of multiplication being illustrated. Write:
C for Commutative
A for Associative
Z for Zero Property
I for Identity

_____ 1. 100 x 1

_____ 2. 12 x 5 = 5 x 12

_____ 3. 78 x 0

_____ 4. 12 x (6 x 9) = (12 x 6) x 9

_____ 5. 1 x 356

Directions: Fill in the blanks with the missing number.

6. 7 x 6 = ___ x 7 = _____
7. 400 x ___ = 400
8. 326 x 0 = _____
9. 3 x ___ = 8 x ___ = _____
10. (4 x 5) x 3 = 4 x (5 x ___) = _____

Exercise Set B

Directions: Identify the property of multiplication being illustrated. Write:
C for Commutative
A for Associative
Z for Zero Property
I for Identity

_____ 1. 63 x 0

_____ 2. (2 x 4) x 7 = 2 x (4 x 7)

_____ 3. 4 x 9 = 9 x 4

_____ 4. 35 x 1

_____ 5. 24 x 13 = 13 x 24

Directions: Fill in the blanks with the missing numbers.

6. ___ x 252 = 252
7. 159 x 0 = _____
8. 4 x ___ = 6 x 4 = _____
9. (2 x 3) x 7 = 2 x (___ x 7) = _____
10. 1 x 512 = _____

Lesson 37: Showing the distribution property of multiplication over addition.

(Competency I.D.2b)

Exercise Set A

Directions: Give the missing numbers.

1. (3 + 4) x 5 =
   (3 x 5) + (___ x 5) = _____
2. 6 x (4 + 4) =
   (6 x 4) + (___ x 4) = _____
3. 3 x (7 + 4) =
   (___ x 7) + (3 x 4) = _____
4. 5 x (10 + 3) =
   (___ x 10) + (5 x 3) = _____
5. 9 x (3 + 4) =
   (9 x 3) + (9 x ___) = _____

Directions: Write = or ≠ on the blank to make each statement true.

6. (120 + 50) x 7 _____
   (120 x 7) + (50 x 7)
7. (54 + 173) x 105 _____
   (105 x 54) + (105 x 173)
8. 97 + (108 + 611) _____
   (97 x 108) + (97 x 611)
9. 712 x (98 + 346) _____
   (712 x 98) + (346 x 712)
10. 198 x (400 + 27) _____
    (198 x 400) + (198 x 20)

Exercise Set B

Directions: Give the missing numbers.

1. (5 x 3) x 8 =
   (5 x ___) + (3 x 8) = _____
2. (2 x 3) x 7 =
   (7 x ___) + (7 x 3) = _____
3. 4 x (3 + 7) =
   (4 x 3) + (4 x 7) = _____
4. 9 x (5 + 6) =
   (9 x 5) + (9 x 6) = _____
5. (10 + 5) x 8 =
   (10 x 8) + (5 x ___) = _____

Directions: Write = or ≠ on the blank to make each statement true.

6. 112 x (40 + 3) _____
   (112 x 35) + (112 x 3)
7. 23 x (80 + 4) _____
   (23 x 80) + (23 x 4)
8. 14 x (19 + 46) _____
   (14 x 19) + (14 x 44)
9. 30 x (20 + 75) _____
   (30 x 20) + (30 x 75)
10. (31 + 53) x 2 _____
    (31 x 2) + (53 x 2)

Lesson 38: Estimating the products of two factors with 5 or more digits by 2 to 3 digit numbers.

(Competency I.D.3)

Exercise Set A

Directions: Estimate the products.

1. x 12034 / 28
2. x 28096 / 23
3. x 48236 / 145
4. x 53024 / 296
5. x 246036 / 65
6. x 124036 / 73
7. x 349027 / 498
8. x 679024 / 532

Directions: Read and solve.

9. A worker finishes 593 baskets a month. Around how many baskets can he finish in 18 months? Estimate your answer.

10. A nursery sells 19,487 seedlings a day. About how many seedlings can be sold in 31 days?

Exercise Set B

Directions: Estimate the products.

1. x 21304 / 37
2. x 62809 / 48
3. x 38426 / 132
4. x 53042 / 241
5. x 264638 / 56
6. x 142163 / 63
7. x 394226 / 849
8. x 628156 / 352

Directions: Read and solve.

9. A worker finishes 326 native bags a month. How many native bags can he finish in 17 months? Estimate your answer.

10. A nursery sells 18,429 seedlings a day. About how many seedlings can be sold in 22 days?

Lesson 39: Multiplying mentally 2 digit numbers with products up to 200 without regrouping.
(Competency I.D.4)

Exercise Set A

Directions: Multiply then complete the number puzzle by writing your answers in the lettered boxes.

ACROSS

A. 41 x 3 = _____

B. 30 x 7 = _____

C. 72 x 2 = _____

E. 61 x 8 = _____

F. 40 x 2 = _____

H. 93 x 2 = _____

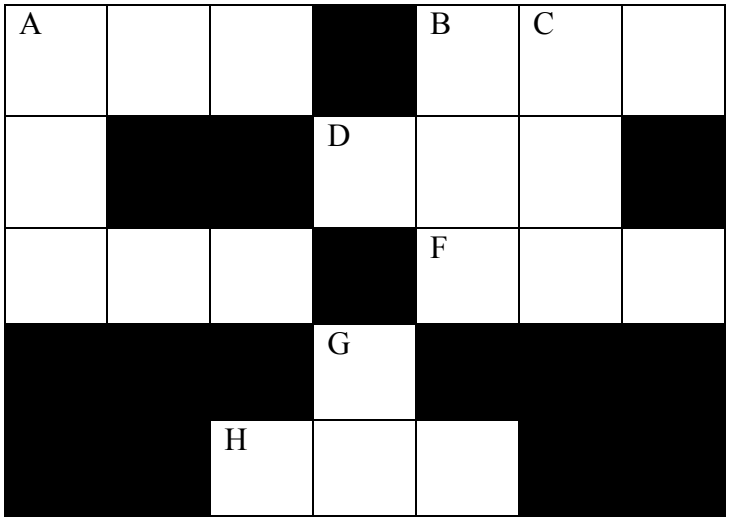
DOWN

A. 52 x 2 = _____

B. 60 x 4 = _____

C. 74 x 2 = _____

G. 24 x 2 = _____



Lesson 39: Multiplying mentally 2 digit numbers with products up to 200 without regrouping.
(Competency I.D.4)

Exercise Set B

Directions: Multiply mentally.

1. $\begin{array}{r} 32 \\ \times\ 4 \\ \hline \end{array}$

2. $\begin{array}{r} 43 \\ \times\ 3 \\ \hline \end{array}$

3. $\begin{array}{r} 51 \\ \times\ 5 \\ \hline \end{array}$

4. $\begin{array}{r} 64 \\ \times\ 2 \\ \hline \end{array}$

5. $\begin{array}{r} 81 \\ \times\ 9 \\ \hline \end{array}$

6. $\begin{array}{r} 70 \\ \times\ 6 \\ \hline \end{array}$

Directions: Read and solve the following mentally.

7. The 4 groups of 32 children launched the "Speak English" campaign at the opening of the school year. How many children joined the campaign all in all?

8. Masayahin Primary School has three sections in Grade I. Each section has 42 pupils. How many pupils are there in all?

Directions: Read and understand each item carefully. Encircle the letter of the correct answer.

9. 16 cans need to be arranged in equal rows. Which of the following does not represent a possible arrangement?

   a. 1 x 16 b. 3 x 8 c. 4 x 4 d. 2 x 2 x 2 x 2

10. 36 desks need to be arranged in equal rows. Which of the following does not represent a possible arrangement?

    a. 3 x 11 b. 2 x 18 c. 6 x 6 d. 2 x 2 x 3 x 3

Lesson 40: Writing numbers in exponential form.
(Competency I.D.5)

Exercise Set A

Directions: Match Column A with Column B. Write only the letter of the correct answer.

A	B
_____ 1. five to the fifth power	a. 3^2
_____ 2. three squared	b. 5^5
_____ 3. two cubed	c. 4^3
_____ 4. four cubed	d. 6^7
_____ 5. six to the seventh power	e. 3^4
	f. 2^3

Directions: Write in standard form.

6. 3^4 = _____

7. 2^7 = _____

8. 7^5 = _____

Directions: Make each sentence true.

9. $32 = 2^{-}$

10. $\_^3 = 1{,}000$

Lesson 40: Writing numbers in exponential form.
(Competency I.D.5)

Exercise Set B

Directions: Match Column A with Column B. Write only the letter of the correct answer.

A	B
_____ 1. four squared	a. 2^5
_____ 2. three to the fourth power	b. 4^2
_____ 3. two to the fifth power	c. 4^4
_____ 4. five cubed	d. 5^3
_____ 5. seven to the sixth power	e. 3^4
	f. 7^6

Directions: Write in standard form.

6. 2^6 = _____

7. 9^3 = _____

8. 6^4 = _____

Directions: Make each sentence true.

9. $\_^{3} = 27$

10. $10^{-} = 100{,}000$

Lesson 41: Writing numbers from standard form to scientific notation. (Competency I.D.6.1)

Exercise Set A

Directions: Match the standard form in Column A with its corresponding scientific notation in Column B. Write the letter of the correct answer.

A	B
_____ 1. 4,300	a. 9.54×10^4
_____ 2. 23,500,000	b. 6.4×10^4
_____ 3. 95,400	c. 4.6×10^5
_____ 4. 5 million 600 thousand	d. 2.35×10^7
_____ 5. 460 thousand	e. 5.6×10^6
	f. 4.3×10^3
	g. 9.45×10^3

Directions: Write in scientific notation.

6. 300 = _____
7. 7,200 = _____
8. 4,000 = _____
9. 29,000 = _____
10. 600,000 = _____

Exercise Set B

Directions: Fill in the missing number.

1. $400 = \_\_\_ \times 10^{2}$
2. $9000 = 9 \times 10^{-}$
3. $130000 = 1.3 \times 10^{-}$
4. $25000000 = \_\_\_ \times 10^{7}$
5. $426000000 = 4.26 \times \_\_^{8}$

Directions: Write in scientific notation.

6. 500 = _____
7. 6,900 = _____
8. 2,000 = _____
9. 43,0000 = _____
10. 700,000 = _____

Lesson 42: Writing numbers in scientific notation to standard form. (Competency I.D.6.2)

Exercise Set A

Directions: Match the scientific notation with its corresponding standard form. Write only the letter of the correct answer.

A	B
_____ 1. 3×10^4	a. 60,000,000
_____ 2. 2.5×10^6	b. 300,000
_____ 3. 6×10^7	c. 8,000
_____ 4. 4.19×10^5	d. 30,000
_____ 5. 8×10^3	e. 2,500,000
	f. 419,000

Directions: Write in standard form.

6. 3×10^2 = _____
7. 2.4×10^3 = _____
8. 4.25×10^5 = _____
9. 6.2×10^4 = _____
10. 7×10^8 = _____

Exercise Set B

Directions: Match the scientific notation with its corresponding standard form. Write only the letter of the correct answer.

A	B
_____ 1. 2×10^6	a. 500,000
_____ 2. 3.4×10^4	b. 2,000,000
_____ 3. 5×10^5	c. 50,000
_____ 4. 3.25×10^7	d. 32,800,000
_____ 5. 9×10^3	e. 9,000
	f. 34,000

Directions: Write in standard form.

6. 9×10^2 = _____
7. 3.5×10^5 = _____
8. 5.26×10^3 = _____
9. 7.1×10^8 = _____
10. 6×10^4 = _____

Lesson 43: Solving word problems involving multiplication of whole numbers including money.
(Competency I.D.7.1)

Exercise Set A

Directions: Read the problems carefully. Solve and label your answer.

1. There are 46 boxes of toys on the shelf. In each box, there are 25 toys. How many toys are there in all?

2. There are 537 sets of workbooks in the library. Each set has 16 kinds of workbooks. How many workbooks are there in all?

3. The division volleyball team has 8 teams. Each team has 14 players. How many players are there in all?

4. A Math Challenger book costs P84.00. How much would 56 books cost?

5. There are 32 boxes of storybooks that have been donated to your school this year. Each box costs P1535.00. How much do the 32 boxes cost?

6. There are 13 classes in Grade IV of Makita Elementary School. Each class has 49 pupils. How many Grade IV pupils are there in all?

7. Tonette packs 9 cookies into each plastic bag. If she used 15 plastic bags, how many cookies did she pack in all?

8. A basket of lanzones costs P1,125.00. How much do 43 baskets of lanzones cost?

9. A sailboat takes 33 passengers on a cruise on a lake. If the sailboat makes 49 tours a month, how many people ride on the boat each month?

10. A gas station sells an average of 963 gallons of gasoline per day. How many gallons will be sold in the month of September?

Lesson 43: Solving word problems involving multiplication of whole numbers including money.
(Competency I.D.7.1)

Exercise Set B

Directions: Read the problems carefully. Solve and label your answer.

1. There are 57 boxes of books on the shelf. In each box, there are 23 books. How many books are there in all?

2. Each of the 3 refreshment stands stocked 1,375 cans of orange juice. How many cans of orange juice were stocked in all?

3. The division basketball team has 9 teams. Each team has 12 players. How many players are there in all?

4. A Math Challenger book costs P87.00. How much would 45 books cost?

5. There are 23 boxes of picture puzzles that have been donated to the school this year. Each box costs P1,745.00. How much do the 23 boxes cost?

6. There are 11 classes in Grade IV. Each class has 46 pupils. How many Grade IV pupils are there in all?

7. Jenny packs 8 cookies into each plastic bag. If she used 16 plastic bags, how many cookies did she pack in all?

8. A basket of grapes costs P1,375.00 How much do 35 baskets of grapes cost?

9. A sailboat takes 26 passengers on a cruise on a lake. If the sailboat makes 47 tours a month, how many people ride on the boat each month?

10. A gas station sells an average of 854 gallons of gasoline per day. How many gallons will be sold in the month of December?

Lesson 44: Analyzing word problems involving multiplication.
(Competency I.D.7.1.1 – 7.1.4)

Exercise Set A

Directions: Read and analyze each problem very well.

1. Jeremiah and friends gathered 243 mangoes each day for 5 days. If they sold 1,110 mangoes, how many mangoes were left?

   a. What is asked? _____

   b. What are given? _____

   c. What is the hidden question? _____

   d. What is/are the word clue/s? _____

   e. What is the number sentence? _____

   f. What is the answer? _____

2. Rea bought 3 blouses at P299.00 each. She gave P1,000.00 to the cashier. How much change did she get?

   a. What is asked? _____

   b. What are given? _____

   c. What is the number sentence? _____

   d. What is the answer? _____

Exercise Set B

Directions: Read and analyze each problem very well.

1. Arleen and friends gathered 145 star apples each day for 3 days. If they sold 350 star apples, how many star apples were left?

   a. What is asked? _____

   b. What are given? _____

   c. What is the hidden question? _____

   d. What is/are the word clue/s? _____

   e. What is the number sentence? _____

   f. What is the answer? _____

2. Liezel bought 2 pants at P350.00 each. She gave 2 P500.00 bills to the cashier. How much change did she get?

   a. What is asked? _____

   b. What are given? _____

   c. What is the number sentence? _____

   d. What is the answer? _____

Lesson 45: Solving 2-step word problems involving multiplication and any addition/subtraction.
(Competency I.D.8.1)

Exercise Set A

Directions: Solve the following problems and label your answers.

1. Marc bought 4 boxes of crayons. Each box contains 30 crayons. He gave 100 crayons to his relatives and friends. How many crayons were left to Marc?

2. Manang Emmma bought 23 kilograms of rice at P35.00 per kilogram. How much should be her change if she gave P1,000.00?

3. Angie has 215 pages in her stamp album. There are 16 stamps in each page. Her friend gave her 50 stamps more. How many stamps does she have in all?

4. Celine has a vegetable garden. Last Sunday, she sold 75 pieces of eggplant for P5.00 each and 100 pieces of papaya for P10.00 each. How much was her total sales last Sunday?

5. Denden bought 2 pants at P875.00 each and 3 polo shirts at P550.00 each. How much did Denden spend in all?

6. Six fruit vendors sold 290 apples each one Saturday morning. If they had 1,800 apples, how many had they left?

7. Faye bought 5 bags at P300.00 each for pasalubong. How much change did she get if she gave the saleslady P2,000.00?

8. A group of Grade IV pupils gathered eggplants from 36 plots. In each plot, they gathered 28 eggplants. They sold 980 of these. How many eggplants were left?

9. Uncle Budo gathered cabbages from the four plots. In each plot were 42 heads of cabbage. He sold 149 of them. How many heads of cabbage were left?

10. During a fieldtrip, we rented 5 cottages at P450.00 each and also 2 pumpboats at P1,000.00 each. How much did we pay in all?

Lesson 45: Solving 2-step word problems involving multiplication and any addition/subtraction.
(Competency I.D.8.1)

Exercise Set B

Directions: Solve the following problems and label your answers.

1. Dean bought 3 boxes of pencils. Each box contains 12 pencils. He gave 30 pencils to his friends. How many pencils were left to Dean?

2. Josefa bought 17 kilograms of rice at P40.00 per kilogram. How much would be her change if she gave the cashier P1,000.00?

3. Hazel has 170 pages in her sticker album. There are 20 stickers in each page. She gave 400 stickers to her friends. How many stickers were left to her?

4. Mary has a vegetable garden. Last Thursday, she sold 65 pieces of ampalaya for P6.00 each and 90 pieces of papaya for P10.00 each. How much was her total sales last Thursday?

5. JR bought 4 shorts at P100.00 each and 2 t-shirts at P350.00 each. How much did JR spend in all?

6. Ten fruit vendors sold 240 oranges each one Sunday morning. If they had 2500 oranges, how many had the left?

7. Cynthia bought 7 t-shirts at P90.00 each for pasalubong. How much change did she get if she gave the saleslady P1,000.00?

8. A group of Group IV pupils gathered eggplants from 24 plots. In each plot, they gathered 20 eggplants. They sold 400 of these. How many eggplants were left?

9. Joaquin gathered cabbages from three plots. In each plot were 33 heads of cabbage. His cousin gave him 15 more. How many heads of cabbage does Joaquin have in all?

10. During a camping, we rented 6 tents at P500.00 each and 3 sleeping mats at P150.00 each. How much did we pay in all?

Lesson 46: Dividing 4 to 5 digit numbers by 1-digit number without remainder.

(Competency I.E.1.1)

Exercise Set A

Directions: Solve the following.

1. $6\overline{)1086}$
2. $9\overline{)7254}$
3. $5\overline{)10300}$
4. $9\overline{)27486}$
5. $7\overline{)28567}$
6. $4\overline{)20408}$
7. $5\overline{)5645}$
8. $8\overline{)24760}$
9. $2\overline{)5410}$
10. $3\overline{)6393}$

Exercise Set B

Directions: Find the quotient.

1. $5\overline{)3575}$
2. $2\overline{)68426}$
3. $4\overline{)42012}$
4. $3\overline{)12906}$
5. $9\overline{)27693}$
6. $6\overline{)60648}$
7. $5\overline{)5645}$
8. $8\overline{)24760}$
9. $2\overline{)5410}$
10. $3\overline{)6393}$

Lesson 47: Dividing 4 to 5 digit numbers by 2 to 3 digit numbers with zero in the dividend.

(Competency I.E.1.2)

Exercise Set A

Directions: Divide the following.

1. $10\overline{)4850}$
2. $14\overline{)28056}$
3. $12\overline{)3709}$
4. $30\overline{)9360}$
5. $25\overline{)5200}$
6. $13\overline{)29005}$
7. $200\overline{)70002}$
8. $300\overline{)3600}$
9. $124\overline{)34100}$
10. $235\overline{)24910}$

Exercise Set B

Directions: Solve for the quotient.

1. $10\overline{)3450}$
2. $11\overline{)22308}$
3. $12\overline{)25300}$
4. $20\overline{)4100}$
5. $15\overline{)47505}$
6. $13\overline{)2004}$
7. $300\overline{)40200}$
8. $200\overline{)6003}$
9. $121\overline{)25047}$
10. $203\overline{)3045}$

Lesson 48: Dividing 5 or more digit numbers by 2-digit numbers without or with remainder.

(Competency I.E.1.3)

Exercise Set A

Directions: Find the quotient.

1. $12\overline{)44916}$
2. $16\overline{)55312}$
3. $24\overline{)34224}$
4. $26\overline{)71529}$
5. $10\overline{)56870}$
6. $35\overline{)14877}$
7. $30\overline{)28560}$
8. $11\overline{)334525}$
9. $46\overline{)61871}$
10. $72\overline{)16924}$

Exercise Set B

Directions: Find the quotient.

1. $11\overline{)37972}$
2. $13\overline{)36155}$
3. $20\overline{)62840}$
4. $22\overline{)45255}$
5. $10\overline{)63480}$
6. $31\overline{)141549}$
7. $30\overline{)25681}$
8. $12\overline{)67584}$
9. $42\overline{)97188}$
10. $65\overline{)15929}$

Lesson 49: Dividing 5 or more digit numbers by 3 digit numbers without or with remainder.

(Competency I.E.1.4)

Exercise Set A

Directions: Divide the following.

1. $200\overline{)49205}$
2. $115\overline{)14835}$
3. $126\overline{)40575}$
4. $241\overline{)67723}$
5. $324\overline{)135756}$
6. $422\overline{)425376}$

Directions: Read and solve.

7. 102,514 divided by 510 equals _____
8. If you divide 37,456 by 123, what is the remainder? _____
9. 23,625 divided by the sum of 150 and 75 _____
10. 36,005 divided by the product of 100 and 6 _____

Exercise Set B

Directions: Divide the following.

1. $100\overline{)36126}$
2. $105\overline{)265755}$
3. $121\overline{)41868}$
4. $214\overline{)91164}$
5. $314\overline{)97968}$
6. $416\overline{)835744}$

Directions: Read and solve.

7. What number will you get if you divide 33,411 by 111? _____
8. If you divide 29,456 by 115, what is the remainder? _____
9. 26,136 divided by the sum of 100 and 30 _____
10. 27,720 divided by the product of 40 and 3 _____

Lesson 50: Dividing whole numbers by 10, 100 and 1,000.
(Competency I.E.1.5)

Exercise Set A

Directions: Find the quotient.

1. 2,500 ÷ 20 = _____
2. 800 ÷ 50 = _____
3. 90 ÷ 10 = _____
4. 8,000 ÷ 200 = _____
5. 480 ÷ 80 = _____
6. 3,200 ÷ 40 = _____
7. 1,000 ÷ 100 = _____
8. 30,000 ÷ 600 = _____
9. 6,000 ÷ 30 = _____
10. 14,000 ÷ 500 = _____

Exercise Set B

Directions: Find the quotient.

1. 9,000 ÷ 60 = _____
2. 100,000 ÷ 1,000 = _____
3. 80,000 ÷ 10,000 = _____
4. 5,000 ÷ 200 = _____
5. 400 ÷ 80 = _____
6. 8,000 ÷ 800 = _____
7. 1000 ÷ 5 = _____
8. 600 ÷ 30 = _____
9. 420 ÷ 42 = _____
10. 120 ÷ 3 = _____

Lesson 51: Estimating the quotient of 4 to 5 digit dividends by 2-digit numbers.
(Competency I.E.2)

Exercise Set A

Directions: Estimate then divide.

1. 3,456 ÷ 11 = _____
2. 7,862 ÷ 13 = _____
3. 8,536 ÷ 21 = _____
4. 9,215 ÷ 28 = _____
5. 27,456 ÷ 19 = _____
6. 39,045 ÷ 52 = _____
7. 48,156 ÷ 41 = _____
8. 59,672 ÷ 53 = _____
9. 74,234 ÷ 78 = _____
10. 92,984 ÷ 87 = _____

Exercise Set B

Directions: Estimate and divide.

1. 2,659 ÷ 12 = _____
2. 6,278 ÷ 13 = _____
3. 6,358 ÷ 18 = _____
4. 7,892 ÷ 21 = _____
5. 28,031 ÷ 27 = _____
6. 31,126 ÷ 42 = _____
7. 42,345 ÷ 49 = _____
8. 55,134 ÷ 48 = _____
9. 63,245 ÷ 77 = _____
10. 89,126 ÷ 76 = _____

Lesson 52: Dividing mentally 2-3 digit numbers by 1-digit number without remainder.
(Competency I.E.3)

Exercise Set A

Directions: Divide mentally.

1. 44 ÷ 2 = _____
2. 66 ÷ 3 = _____
3. 550 ÷ 5 = _____
4. 48 ÷ 4 = _____
5. 54 ÷ 9 = _____
6. 624 ÷ 2 = _____
7. 636 ÷ 6 = _____
8. 88 ÷ 8 = _____

Directions: Read and solve mentally.

9. Ms. Donna asked her 36 Grade IV pupils to work in groups of 3. How many pupils are there in each group?
10. Thirty-two boys went hiking to Guimaras last Sunday. They went in groups of 4 members each. How many groups are there in all?

Exercise Set B

Directions: Divide mentally.

1. 24 ÷ 2 = _____
2. 50 ÷ 5 = _____
3. 99 ÷ 3 = _____
4. 24 ÷ 4 = _____
5. 36 ÷ 3 = _____
6. 36 ÷ 6 = _____
7. 884 ÷ 4 = _____
8. 110 ÷ 5 = _____

Directions: Read and solve mentally.

9. Some 44 Grade IV pupils worked in groups. They divided themselves equally into groups of 4. How many groups were there in all?
10. Last Monday, 30 boys went camping. They went in groups of 5 members each. How many groups were there in all?

Lesson 53: Solving 1-step word problems involving division of 5 or more digit numbers by 2 to 3 digit numbers including money.
(Competency I.E.4.1)

Exercise Set A

Directions: Read and understand each problem carefully. Solve and label your answer.

1. Eden and her friends collected 11,520 stones in 10 visits to the beach. How many stones did they collect during each visit?

2. A machine can make 16,146 parts in 13 hours. How many parts per hour can the machine make?

3. Nerissa's yearly earnings is P149,460.00. What is her average monthly earnings?

4. Manang Remy sold 32,400 chicos by the dozen. There are 12 chicos in one dozen. How many dozens of chicos did she sell?

5. Bing's electric bill amounted to P45,320.00 in 10 months. What was Bing's average monthly bill?

6. Tomatoes are sold by "kaing," If one kaing costs P100.00, how many kaings of tomato can you buy in P220,000.00?

7. Last December, 11,008 pupils joined the Math & Science camp. If 172 pupils were in each group, how many groups were formed?

8. There are 14,742 mahogany seedlings to be distributed to 351 barangays in Barotac Viejo. How many mahogany seedlings will each barangay receive?

9. Mrs. Laguna had 47,808 kilograms of grapes for sale. Two hundred forty-nine vendors bought equal weights of grapes. How many kilograms did each vendor get?

10. Mr. Villarete, a factory owner has 54 workers. Their monthly pay amounts to P405,000.00. How much does each worker get monthly?

Lesson 53: Solving 1-step word problems involving division of 5 or more digit numbers by 2 to 3 digit numbers including money.
(Competency I.E.4.1)

Exercise Set B

Directions: Read and understand each problem carefully. Solve and label your answer.

1. Dave and friends collected 10,420 seashells in 20 visits to the beach. How many seashells did they collect during each visit?

2. A machine can make 11,176 parts in 11 hours. How many parts per hour can machine make?

3. Mae saves P18,000.00 in one year. What is her average monthly savings?

4. Aling Terry sold 28,500 mangoes by the dozen. There are 12 mangoes in one dozen. How many dozens of mangoes did she sell?

5. Jeff's telephone bill amounted to P34,550.00 in 10 months. What was Jeff's average monthly bill?

6. Mangoes are sold by "kaing." If one kaing costs P120.00, how many kaings of mango can you buy in P174,000.00?

7. One summer, 10,140 pupils joined the Boy and Girl Scouts camping. If 156 pupils were in each group, how many groups were formed?

8. There are 26,208 coconut seedlings to be distributed to 312 barangays in Antique. How many coconut seedlings will each barangay receive?

9. Mrs. Cordero had 46,980 kilograms of apples. How many kilograms did each vendor get?

10. Mr. Fabular, a factory owner has 42 workers. Their weekly pay amounts to P73,500.00. How much does each worker get weekly?

Lesson 54: Analyzing word problems involving division of 5 or more digit numbers by 2 to 3 digit numbers including money.

(Competency I.E.4.1.1 – 4.1.4)

Exercise Set A

Directions: Read and understand each problem carefully then answer the questions that follow.

1. There are 30,316 textbooks to be shipped to Iloilo City. If there are 143 boxes, how many books are there in each box?

   a. Asked: _____
   b. Given: _____
   c. Operation to be used: _____
   d. Number Sentence:

      _____
   e. Answer: _____

2. Ms. Rose prepares a weekly payroll of P216,000.00 for 120 workers in the store. What is the average weekly pay of each worker?

   a. Asked: _____
   b. Given: _____
   c. Operation to be used: _____
   d. Number sentence:

      _____
   e. Answer: _____

Exercise Set B

Directions: Read and understand each problem carefully then answer the questions that follow.

1. There are 28,620 workbooks to be shipped to Guimaras. If there are 135 boxes, how many workbooks are there in each box?

   a. Asked: _____
   b. Given: _____
   c. Operation to be used: _____
   d. Number Sentence:

      _____
   e. Answer: _____

2. A television set is sold for P20,700.00 to be paid in equal monthly installment for one year. How much will be the monthly payment?

   a. Asked: _____
   b. Given: _____
   c. Operation to be used: _____
   d. Number sentence:

      _____
   e. Answer: _____

Lesson 55: Solving 2 to 3 step word problems involving division and any one or two of the other fundamental operations learned including money.
(Competency I.E.5.1)

Exercise Set A

Directions: Solve the following problems.

1. Joseph gathered 23 pineapples and 37 green mangoes. If he shared the fruits equally among his 3 brothers, how many fruits did each one get?

2. A poultry farm produces 25,000 eggs a day. The owner delivers 13,000 eggs to various markets and distributes the rest equally to 6 different homes. How many eggs does each home get?

3. Uncle Harry will equally share his 1050 square meters of land among his 3 nieces and 2 nephews. How many square meters of land will each one get?

4. Jed Store bought 495 black ballpens and 355 red ballpens for P1,062.50. How much does each pen costs?

5. Five people shared a room in a hotel. The cost of renting a room is P4,575.00. They paid a down payment of P1,000.00 and shared equally the cost of the remaining balance. How much did each of them contribute?

6. A storekeeper put 840 cans of milk in packages with 5 cans each. She sold each package for P42.00. How much did she receive?

7. Mrs. Gomez gave her three daughters P60 each. If the three girls decided to buy an ice cream at P10 each and have the remaining amount divided equally among themselves, how much money will each girl still have?

8. Ray intends to buy a pair of shoes that costs P2,500.00. He had P1,250.00 at present and plans to save P50 everyday to complete the amount he needs. How long will it take him to be able to buy the shoes?

9. Six classes who have given their share in the newspaper drive had given 320 kg, 315 kg, 435 kg, 110 kg and 90 kg. What is the average share of each class?

10. Angel reads 5 books of 150 pages each. She read all the books in 15 days. How many pages did she read each day?

Lesson 55: Solving 2 to 3 step word problems involving division and any one or two of the other fundamental operations learned including money.
(Competency I.E.5.1)

Exercise Set B

Directions: Solve the following problems.

1. Michael gathered 14 papayas and 11 guavas. If he shared the fruits equally among his 5 cousins, how many fruits did each one get?

2. A poultry farm produces 15,000 eggs a day. The owner delivers 7,000 eggs to various markets and distributes the rest equally to 4 different centers. How many eggs did each center gets?

3. Uncle Tom will equally share his 950 square meters of land among his 4 nieces and 6 nephews. How many square meters of land will each one get?

4. Donna's Store bought 235 blue ballpens and 205 black ballpens for P528.00. How much does each pen costs?

5. Three people shared a room in a boarding house. The cost of renting a room is P3,000.00. They paid a down payment of P900.00 and shared equally the cost of the remaining balance. How much did each of them contribute?

6. Janet, the storekeeper put 620 cans of milk in packages with 4 cans each. She sold each package for P45.00. How much did she receive?

7. Ms. Lim gave her two nieces P50 each. If the two girls decided to buy candies worth P30 and have the remaining amount divided equally among them, how much money will each girl still have?

8. Louis intends to buy a rubber shoes that costs P1,800.00. He had P900 at present and plans to save P30 everyday to complete the amount he needs. How long will it take him to be able to buy the shoes?

9. Five classes who have given their share in the newspaper drive had given 325 kg, 105 kg, 80 kg, 75 kg and 85 kg. What is the average share of each class?

10. Cindy reads 3 books of 120 pages each. She read all the books in 6 days. How many pages did she read each day?

Lesson 56: Analyzing 2 to 3 step word problems involving division and any of the other fundamental operations.
(Competency I.E.5.1.1 – 5.1.4)

Exercise Set A

Directions: Read and understand each problem very well. Give the needed information.

1. Edwin gathered 600 mangoes. He shared them equally among his 22 relative, 20 friends and 18 neighbors. How many mangoes did each one receive?

   a. Asked: _____
   b. Given: _____
   c. Operations to be used: _____
   d. Hidden question: _____
   e. Number sentence:

      _____
   f. Answer: _____

2. Last week, Raymart and Randy worked in a construction site. They earned P5,486.00 but spent P1,200.00 for their food and transportation. How much did each of them get if they divided the remaining amount equally between them?

   a. Asked: _____
   b. Operations to be used: _____
   c. Number Sentence:

      _____
   d. Answer: _____

Exercise Set B

Directions: Read and understand each problem very well. Give the needed information.

1. Domeng gathered 300 chicos. He shared them equally among his 20 relatives and 10 friends. How many chicos did each one receive?

   a. Asked: _____
   b. Given: _____
   c. Operations to be used: ____
   d. Hidden question: _____
   e. Number sentence:

      _____
   f. Answer: _____

2. Last Friday, Boy and Kris worked in a factory. They earned P4,890.00 but spent P890.00 for their food. How much did each of them get if they divided the remaining amount equally between them?

   a. Asked: _____
   b. Operations to be used: ____
   c. Number sentence:

      _____
   d. Answer: _____

Lesson 57: Finding the average of set of numbers.
(Competency I.F.1)

Exercise Set A

Directions: Find the average.

1. 70, 76, 85 _____
2. 94, 96, 92, 90, 94, 98 _____
3. 47, 49, 54, 58 _____
4. 142, 144, 194, 146, 104 _____
5. 68, 65, 71, 72, 79 _____
6. 273, 214, 256, 229 _____
7. 320, 270, 450, 400 _____
8. 424, 427, 436 _____

Directions: Solve each problem.

9. A fruit vendor sold different number of pineapples each day. This week he sold: 30, 36, 30, 32, 35 and 35. Last week he sold: 34, 34, 35, 35, 36 and 30.
    a. What was the average number of pineapples he sold this week? _____
    b. What was his average last week? _____

Exercise Set B

Directions: Find the average.

1. 16, 28, 22 _____
2. 39, 49, 84, 48 _____
3. 85, 90, 95, 90, 90 _____
4. 205, 185, 306, 404 _____
5. 90, 100, 96, 99, 100 _____
6. 184, 193, 147, 156 _____
7. 624, 638, 646, 652 _____
8. 683, 688, 690 _____

Directions: Solve each problem.

9. Danielle got the following scores in her quizzes: 12, 14, 11, 11, and 12. Gabrielle's score were 14, 12, 14, 10 and 15.
    a. What was Danielle's average? _____
    b. What was Gabrielle's average? _____

Lesson 58: Identifying prime and composite numbers.
(Competency I.F.2)

Exercise Set A

Directions: Write P if the number is prime and C if the number is composite.

1. 19 _____
2. 30 _____
3. 39 _____
4. 13 _____
5. 77 _____
6. 23 _____
7. 121 _____
8. 150 _____

Directions: What prime number am I?

9. Subtract me from 35 and the difference is 22, I am _____.
10. Multiply me by myself and the product is 25. I am _____.

Exercise Set B

Directions: Write P if the number is prime and C if the number is composite.

1. 22 _____
2. 25 _____
3. 11 _____
4. 49 _____
5. 56 _____
6. 37 _____
7. 96 _____
8. 105 _____

Directions: What prime number am I?

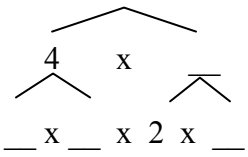
9. Add me to the product of 3 x 6, the sum is 23. I am _____.
10. Divide 30 by 7 and I am the remainder. I am _____.

Lesson 59: Finding the prime factorization of a given number.
(Competency I.F.3)

Exercise Set A

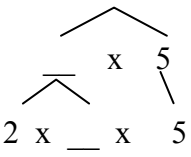
Directions: Complete each factor tree, then write the prime factorization of the number.

1. 16



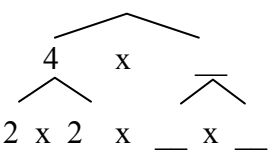
16 = _____

2. 30



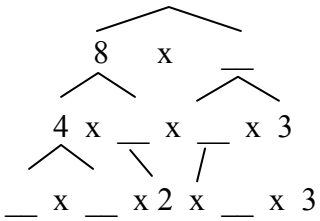
30 = _____

3. 36



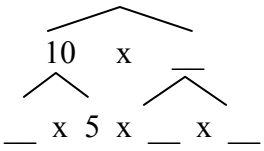
36 = _____

4. 72



72 = _____

5. 100



100 = _____

Directions: Find the prime factorization of each number. Then write the prime factors on the blank.

6. 14 = _____

7. 27 = _____

8. 45 = _____

9. 90 = _____

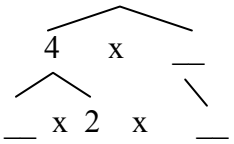
10. 56 = _____

Lesson 59: Finding the prime factorization of a given number. (Competency I.F.3)

Exercise Set B

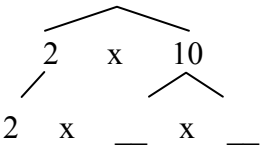
Directions: Complete each factor tree, then write the prime factorization of the number.

1. 12



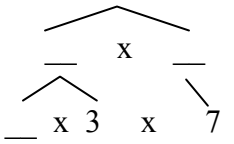
12 = _____

2. 20



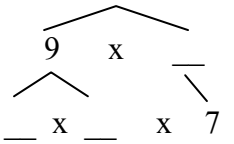
20 = _____

3. 42



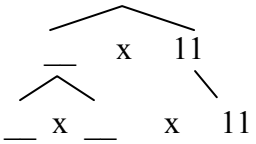
42 = _____

4. 63



63 = _____

5. 110



110 = _____

Directions: Find the prime factorization of each number. Then write the prime factors on the blank.

6. 10 = _____

7. 22 = _____

8. 49 = _____

9. 81 = _____

10. 35= _____

Lesson 60: Identifying the divisibility of a given number (2, 3, 5 and 10)
(Competency I.F.4)

Exercise Set A

Directions: Is the first number divisible by the second number? Write YES if it is and No if it is not.

1. 46 ; 2 _____
2. 27 ; 3 _____
3. 320 ; 5 _____
4. 123 ; 10 _____
5. 16 ; 3 _____
6. 125 ; 5 _____
7. 133 ; 2 _____
8. 564 ; 2 _____
9. 3,420 ; 10 _____
10. 842 ; 5 _____

Exercise Set B

Directions: Is the first number divisible by the second number? Write YES if it is and No if it is not.

1. 33 ; 10 _____
2. 40 ; 5 _____
3. 52 ; 2 _____
4. 23 ; 3 _____
5. 150 ; 10 _____
6. 75 ; 3 _____
7. 89 ; 2 _____
8. 135 ; 5 _____
9. 424 ; 10 _____
10. 318 ; 2 _____

Lesson 61: Finding the greatest common factor of a given pair of numbers.
(Competency I.F.5)

Exercise Set A

Directions: Find the Greatest Common Factor of each set of numbers using any method.

1. 16 = _____
   20 = _____
   GCF = _____

2. 20 = _____
   28 = _____
   GCF = _____

3. 21 = _____
   45 = _____
   GCF = _____

4. 10 = _____
   12 = _____
   18 = _____
   GCF = _____

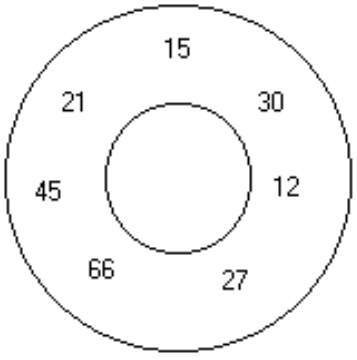
5. 20 = _____
   48 = _____
   GCF = _____

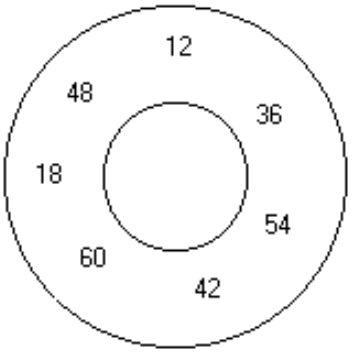
6. 8 = _____
   15 = _____
   GCF = _____

7. 24 = _____
   30 = _____
   GCF = _____

8. 8 = _____
   12 = _____
   20 = _____
   GCF = ____

Directions: Write in the small circle the GCF of all the numbers in each set.

9. 

10. 

Lesson 61: Finding the greatest common factor of a given pair of numbers.
(Competency I.F.5)

Exercise Set B

Directions: Find the Greatest Common Factor of each set of numbers using any method.

1. 4 = _____
   16 = _____
   GCF = _____

2. 10 = _____
   20 = _____
   GCF = _____

3. 18 = _____
   24 = _____
   GCF = _____

4. 20 = _____
   30 = _____
   40 = _____
   GCF = _____

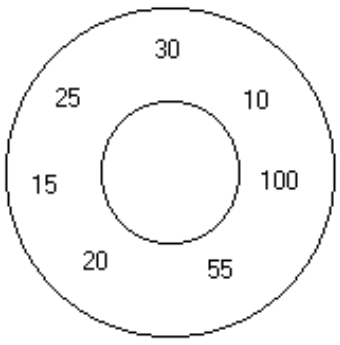
5. 15 = _____
   18 = _____
   GCF = _____

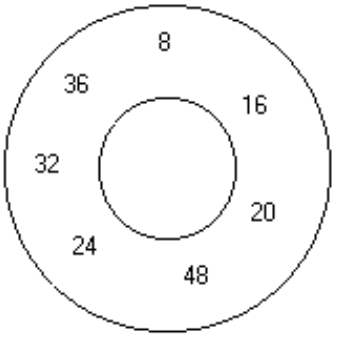
6. 6 = _____
   15 = _____
   GCF = _____

7. 16 = _____
   20 = _____
   GCF = _____

8. 8 = _____
   6 = _____
   4 = _____
   GCF = _____

Directions: Write in the small circle the GCF of all the numbers in each set.

9. 

10. 

Lesson 62: Finding the least common multiple of a given pair of numbers.
(Competency I.F.6)

Exercise Set A

Directions: Find the Least Common Multiple of each pair of numbers.

1. 6 = _____
   8 = _____
   LCM = _____

2. 9 = _____
   18 = _____
   LCM = _____

3. 20 = _____
   25 = _____
   LCM = _____

4. 24 = _____
   30 = _____
   LCM = _____

5. 8 = _____
   16 = _____
   LCM = _____

6. 2 = _____
   4 = _____
   10 = _____
   LCM = _____

Directions: Put a check (√) on the blank if the greatest number in the set is the LCM of the given set of numbers. Put an X if the greatest number is not the LCM.

_____ 7. 9, 6, 3

_____ 8. 3, 9, 27

_____ 9. 7, 3, 21

_____ 10. 12, 15, 60

Exercise Set B

Directions: Find the Least Common Multiple of each pair of numbers.

1. 3 = _____
   4 = _____
   LCM = _____

2. 6 = _____
   10 = _____
   LCM = _____

3. 10 = _____
   15 = _____
   LCM = _____

4. 12 = _____
   14 = _____
   LCM = _____

5. 8 = _____
   12 = _____
   LCM = _____

6. 3 = _____
   6 = _____
   9 = _____
   LCM = _____

Directions: Put a check (√) on the blank if the greatest number in the set is the LCM of the given set of numbers. Put an X if the greatest number is not the LCM.

_____ 7. 8, 6, 24

_____ 8. 2, 4, 16

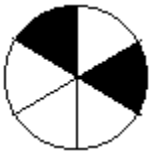
_____ 9. 12, 8, 4

_____ 10. 15, 9, 45

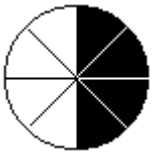
Lesson 63: Visualizing common fractions as decimals.
(Competency II.A.1.1)

Exercise Set A

Directions: Give the decimal number for the shaded part of each figure.

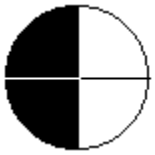
1.  _____

2.  _____

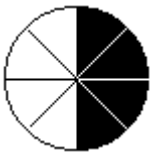
3.  _____

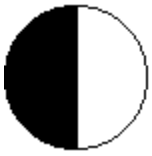
4.  _____

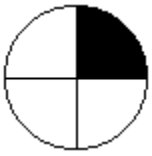
5.  _____

6.  _____

7.  _____

8.  _____

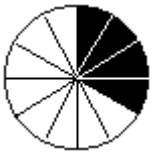
9.  _____

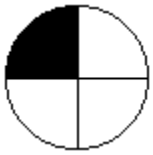
10.  _____

Lesson 63: Visualizing common fractions as decimals.
(Competency II.A.1.1)

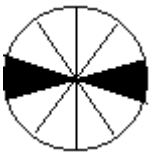
Exercise Set B

Directions: Write the decimal number for the shaded part of each figure.

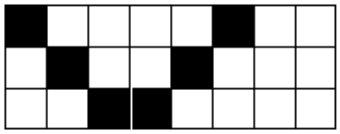
1.  _____

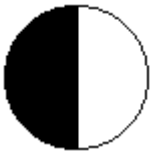
2.  _____

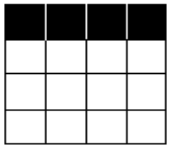
3.  _____

4.  _____

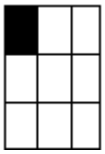
5.  _____

6.  _____

7.  _____

8.  _____

9.  _____

10.  _____

Lesson 64: Writing common fractions in decimal form.
(Competency II.A.1.2)

Exercise Set A

Directions: Change each to decimal.

1. $\frac{1}{3}$ _____
2. $\frac{1}{4}$ _____
3. $\frac{6}{100}$ _____
4. $\frac{6}{10}$ _____
5. $\frac{1}{2}$ _____
6. $\frac{9}{10}$ _____
7. $\frac{18}{100}$ _____
8. $\frac{29}{100}$ _____
9. $\frac{3}{4}$ _____
10. $\frac{33}{100}$ _____

Exercise Set B

Directions: Change each to decimal.

1. $\frac{72}{100}$ _____
2. $\frac{9}{100}$ _____
3. $\frac{2}{3}$ _____
4. $\frac{4}{5}$ _____
5. $\frac{1}{3}$ _____
6. $\frac{7}{25}$ _____
7. $\frac{3}{50}$ _____
8. $\frac{5}{20}$ _____
9. $\frac{6}{25}$ _____
10. $\frac{4}{20}$ _____

Lesson 65: Reading and writing decimal numbers through hundredths, thousandths.
(Competency II.A.1.3)

Exercise Set A

Directions: Read and write in decimal.

1. six tenths _____
2. eleven hundredths _____
3. twelve thousandths _____
4. two and five tenths _____
5. nine and three hundredths _____
6. four and eight thousandths _____
7. thirty and six tenths _____
8. seventy four thousandths _____
9. four tenths _____
10. five and nine tenths _____

Exercise Set B

Directions: Write the underlined digit in the column where it belongs.

	Ones	Tenths	Hundredths	Thousandths
1. 4.62				
2. 0.786				
3. 13.48				
4. 0.468				
5. 213				

Lesson 66: Renaming in decimal form fractions whose denominators are powers of 10.
(Competency II.A.1.4)

Exercise Set A

Directions: Match the fractions in column A with their corresponding decimals in column B.

A		B	
1.	$\frac{5}{10}$	a.	.68
2.	$\frac{13}{100}$	b.	.3
3.	$\frac{16}{1000}$	c.	.07
4.	$\frac{68}{100}$	d.	.25
5.	$\frac{40}{100}$	e.	.5
6.	$\frac{2}{100}$	f.	.02
7.	$\frac{7}{10}$	g.	.13
8.	$\frac{3}{10}$	h.	.04
9.	$\frac{4}{100}$	i.	.7
10.	$\frac{7}{100}$	j.	.4
		k.	.016

Exercise Set B

Directions: Put a check (√) if the pair is correct and a cross (X) if not.

_____ 1. $\frac{4}{10} = 0.40$

_____ 2. $\frac{34}{1000} = 0.34$

_____ 3. $\frac{13}{100} = 0.013$

_____ 4. $\frac{9}{10} = .09$

_____ 5. $\frac{5}{10} = .5$

_____ 6. $\frac{74}{100} = .74$

_____ 7. $\frac{95}{100} = .95$

_____ 8. $\frac{32}{100} = .032$

_____ 9. $\frac{7}{10} = .7$

_____ 10. $\frac{47}{100} = .47$

Lesson 67: Giving the place value of each digit of a given decimal. (Competency II.A.1.5)

Exercise Set A

Directions: Give the place value of each underlined digit.

1. 215.0<u>5</u>
2. 9.<u>1</u>3
3. 14.16<u>5</u>
4. 86.<u>1</u>8
5. <u>2</u>.123

Directions: Identify the digit of the number 123.234 according to the value indicated below.

6. tenths
7. thousandths
8. hundreds
9. hundredths
10. thousands

Exercise Set B

Directions: Write the place value of the following digits in the numeral 437.218.

1. 3
2. 1
3. 8
4. 7
5. 2

Directions: Give the place value of each underlined digit.

6. 2.21<u>7</u>
7. 3.<u>9</u>18
8. <u>7</u>5.403
9. 351.7<u>1</u>8
10. 2.93<u>8</u>

Lesson 68: Expressing/writing money as pesos/centavos. (Competency II.A.2)

Exercise Set A

Directions: Write each amount of money in decimals with the peso sign.

1. 9 pesos and 10 centavos
2. 7 centavos
3. 65 centavos
4. sixteen pesos and twenty five centavos
5. four hundred one pesos and fourteen centavos
6. eighteen pesos and twelve centavos
7. one hundred five pesos and one centavo
8. one hundred centavos
9. fifty centavos
10. ten pesos and ten centavos

Exercise Set B

Directions: Match the amount in words with that of the amount if figures.

A	B
_____ 1. Thirty nine pesos	a. P11.50
_____ 2. Nine pesos and five centavos	b. P80.00
_____ 3. Forty five pesos	c. P212.00
_____ 4. Sixty eight pesos and forty centavos	d. P39.00
_____ 5. Nine hundred ninety nine pesos and nine centavos	e. P1.00
_____ 6. Thirty five centavos	f. P45.00
_____ 7. Eleven pesos and fifty centavos	g. P9.05
_____ 8. One hundred centavos	h. P41.18
_____ 9. Eighty pesos	i. P68.40
_____ 10. Two hundred twelve pesos	j. P999.09
	k. 35¢

Lesson 69: Rounding decimals to the nearest tenths, hundredths, thousandths.
(Competency II.A.3)

Exercise Set A

Directions: Round off the following to the place value indicated.

Round 2109.6275 to the nearest

1. ones
2. tenth

Round 34760.5967 to the nearest

3. hundredth
4. tens
5. tenths

Directions: Answer the following:

6. A model toy is 100.74 centimeters long. What is its length to the nearest tenth?

7. The train tunnel is 0.239 meter high. What is the height of the tunnel to the nearest hundredth?

8. Each piece of track for a model train is 30.46 cm. Express the length of the track to the nearest tenth?

9. The model toy train costs P3895.45. How much is it to the nearest thousand?

10. A toy gun costs P125.495. How much is it to the nearest hundred?

Exercise Set B

Directions: Round each number as indicated in the parenthesis.

1. 0.349 (hundredth) _____
2. 0.38 (tenth) _____
3. 0.739 (hundredth) _____
4. 0.2951 (thousandth) _____
5. 0.926 (tenth) _____

Directions: Complete the table by rounding off the number to the underlined place value.

	tenth	hundredth	thousandth
6. 0.3<u>6</u>4			
7. 0.46<u>7</u>1			
8. 1.<u>5</u>42			
9. 0.856<u>5</u>			
10. 0.<u>9</u>58			

Lesson 70: Adding and subtracting mixed decimals with regrouping. (Competency II.B.1)

Exercise Set A

Directions: Arrange in column and give the sum.

1. 0.63 + 0.78 + 0.7 =
2. 0.92 + 0.9 + 0.76 =
3. 0.36 + 0.08 + 0.86 =
4. 0.62 + 0.34 + 0.57 =
5. 0.93 + 0.84 + 0.42 =

Directions: Write the decimals in column then subtract.

6. 0.98 – 0.37 =
7. 0.57 – 0.32 =
8. 0.75 – 0.28 =
9. 0.65 – 0.39 =
10. 0.87 – 0.48 =

Exercise Set B

Directions: Give the answer to each problem.

1. When 5.21 is added to the sum of 0.9 and 0.78, the result is _____.
2. 6.23 more than the sum of 0.36 and 0.58 is _____.
3. 53.8 more than the sum of 0.53 and 0.62 is _____.
4. The sum of 0.063 and 0.921 added to 0.32 is _____.
5. 0.39 increased by 1.33 is _____.
6. 6.2 decreased by 1.001 is _____.
7. Double of 2.06 is _____.
8. 0.08 added to 0.008 gives _____.
9. 0.42 more than 2.35 is _____.
10. 8.35 – 2.18 = _____

Lesson 71: Telling what is asked, what is/are given, the word clue/s, the operation to be used and the mathematical sentence. (Competency II.B.2)

Exercise Set A

Directions: Read the problems and answer the questions below.

1. Mang Roy had a good catch yesterday. So he gave 3 kg of lapu-lapu, 3.5 kg of blue marlin, 3.25 kg of shrimps and 1.4 kg of squid to his sister. How many kilograms of fish did he give to his sister?

   a. What is asked? _____

   b. What is/are given? _____

   c. What is the word clue used? _____

   d. What is the operation to be used? _____

   e. What is the mathematical sentence? _____

2. Mike's temperature rose to 39.5°C. How many degrees was it higher than the normal body temperature, which is 37°C?

   a. What is asked? _____

   b. What is/are given facts? _____

   c. What is the word clue? _____

   d. What is the operation to be used?_____

   e. What is the mathematical sentence? _____

Exercise Set B

Directions: Read the problems and answer the questions below.

1. Mother bought 2.5 meters of cotton cloth and 1.25 meters of linen cloth for our blouses. How many meters of cloth did she buy?

   a. What is asked? _____

   b. What is/are given? _____

   c. What is/are the word clue/s? _____

   d. What operation is to be used? _____

   e. What is the mathematical sentence? _____

2. Alex saved P79.50 in March. He spent P43.90 for his notebook and pencil. How much of his savings was left?

   a. What is asked? _____

   b. What is/are given? _____

   c. What is/are the word clue/s? _____

   d. What operation is to be used? _____

   e. What is the mathematical sentence? _____

Lesson 72: Telling what is asked, what is/are given, the word clue/s and the operation to be used.
(Competency II.B.2.1.1.1)

Exercise Set A

Directions: Read the problem and answer the questions below.

1. A 2.75 kg package costs P84.70 to send by express mail. It costs P29.35 to send by ordinary mail. How much more does it costs to send by express mail than by ordinary mail?

    a. What is asked? _____

    b. What are the given facts? _____

    c. What operation is to be used? _____

    d. Write the mathematical sentence for the problem. _____

    e. Write the answer to the problem. _____

2. Mrs. Rivera bought meat for P125.75 and vegetables for P82.25. How much change did she receive from P500 peso bill?

    a. What is asked? _____

    b. What are the given facts? _____

    c. What operation to be used? _____

    d. Write the mathematical sentence for the problem. _____

    e. Write the answer to the problem. _____

Exercise Set B

Directions: Read the problem and answer the questions below.

1. Mang Jose walked 2.5 km to the public market and 4.72 km around the town to sell boiled banana. How many kilometers did he walk?

    a. What is asked in the problem? _____

    b. What is/are the given facts? _____

    c. What operation is to be used? _____

    d. Write the mathematical sentence for the problem. _____

    e. Write the answer to the problem. _____

2. Gina cut 18.5 m of yarn from a 30 m piece of yarn to make a clothesline. How many meters of wire were left of the piece?

    a. What is asked in the problem? _____

    b. What is/are the given facts? _____

    c. What operation is to be used? _____

    d. Write the mathematical sentence for the problem. _____

    e. Write the answer to the problem. _____

Lesson 73: Solving 1 to 2 word problems involving addition and subtraction of decimals including money.
(Competency II.B.3.1)

Exercise Set A

Directions: Read the problems and answer the questions that follow.

1. To prepare food for the family picnic, Mr. Santos bought the following: P43.50 worth of vegetables, P725.00 worth of fish and meat and P230.00 worth of fruits. If he paid a thousand peso bill, how much change did he get?

   a. What is asked? _____

   b. What are given? _____

   c. What are the word clues? _____

   d. What is the hidden question? _____

   e. What is the operation to be used? _____

2. John picked 10.3 kg of guavas and 8.3 kg of avocadoes. He gave his mother 3.5 kg of the fruits he picked and sold the rest. How many kg of fruits did he sell?

   a. What is asked? _____

   b. What are given? _____

   c. What is the word clue? _____

   d. What is the hidden question? _____

   e. What is the operation to be used? _____

Exercise Set B

Directions: Read the problems and answer the questions that follow.

1. Carlos earns P25.50 by selling newspapers, P35.00 by shining shoes and P27.00 by selling candies. How much more does he earn from selling candies than by shining shoes?

   a. What is asked?

   b. What is/are the given facts?

   c. The word clues

   d. What is the hidden question?

   e. What is the operation to be used?

2. At the Feeds and Seeds Store, Manuel paid P41.50 for squash seeds and P19.25 for mixed seeds. How much more did the squash seeds cost than the mixed seeds?

   a. What is asked? _____

   b. What is/are the given facts? _____

   c. The word clue/s _____

   d. What is the hidden question? _____

   e. What is the operation to be used? _____

Lesson 74: Writing the word problem into a number sentence. (Competency II.B.3.2)

Exercise Set A

Directions: Read and analyze the problem. Write the number sentence.

1. To prepare food for the family picnic, Mr. Santos bought the following: P43.50 worth of vegetables, P725.00 worth of fish and meat, and P230.00 worth of fruits. If he paid a thousand peso bill, how much change did he get?

2. John picked 10.3 kg of guavas and 8.3 kg of avocadoes. He gave his mother 3.5 kg of the fruits he picked and sold the rest. How many kg of fruits did he sell?

3. Carlos earns P25.50 from selling newspapers, P35.00 from shining shoes and P27 from selling candies. How much more does he earn from selling candies than shining shoes?

4. At the Seeds Store, Glenn paid P41.50 for the squash seeds and P19.25 for mixed seeds. How much more did the squash seeds costs than the mixed seeds?

5. Mang Roy had a good catch yesterday so he gave 3 kg of lapu-lapu, 3.5 kg of blue marlin, 3.25 kg of shrimps and 1.4 kg of squid to his sister. How many kilograms of fish did he give to his sister?

6. At the school supplies store, Jezza paid P10.50 for a pad paper, P15.50 for 3 ballpens and P13.75 for a box of crayons. How much change did she get from a 100 peso bill?

7. Mike's temperature rose to 39.5°C. How many degrees was it higher than the normal body temperature, which is 37°C?

8. Benedict had P535.50 in his savings account. Hw withdrew P209.00 to buy a t-shirt and to pay for his project in school. How much was left for his savings?

9. Abegail bought 1 kilogram of potatoes at P35 a kilo and a kilogram of beans at P29 a kilo. How much did she pay in all?

10. Mrs. Glorioso bought 5 chickens weighing 8.9 kilograms. She cooked one chicken weighing 2.3 kilograms. How many kilograms of chicken were left?

Lesson 74: Writing the word problem into a number sentence. (Competency II.B.3.2)

Exercise Set B

Directions: Read and analyze the problem. Write the number sentence.

1. Find the difference between 8.947 and 11.86.

2. Penny had P50.25. She spent P5.35 for a pencil and P12.50 for a sandwich and saved the rest. How much did she save?

3. The total of two decimals is 5.08. If one decimal is 3.99, find the other decimal.

4. Michael has P43.75. He has P17.80 more than Richard. How much do they have altogether?

5. Mother put together .25 kg of vegetables, .25 kg of shrimps, .5 kg of meat to prepare a dish. How many kilograms of ingredients did she put together?

6. Father will cut 13.75 meters of rope from a 20 meter piece of rope. How many meters of the longer rope will be left?

7. Our class gave 12.5 kg of newspapers yesterday that was 6.3 kg more than we give today. How many kg of newspapers did we give today?

8. Last month, Jennifer weighed 40.5 kg. Eating the right kinds of food and exercising regularly, she now weighs 43.5 kg. What is her increased in weight?

9. Nicole saved P900.35. She will buy a birthday gift for her mother worth P195.50 and a pocketbook for her father worth P93.75. How much of her savings will be left?

10. Badette used 9.85 square meters of their 15.4 square meters backyard for planting vegetables. How many square meters are not planted?

Lesson 75: Identifying proper fraction/improper fraction/mixed fraction from a given set of fractions including those with denominations.

(Competency II.C.1.1)

Exercise Set A

Directions: Using the numbers given, write a proper, improper and mixed fraction.

	Proper	Improper	Mixed
1. 4, 5			
2. 1, 3, 4			
3. 17, 18			
4. 5, 11			
5. 2, 4, 6			

Directions: Write whether each of the fractions below is a proper, improper or mixed number.

_____ 6. $\frac{2}{3}$

_____ 7. $\frac{15}{7}$

_____ 8. $6\frac{3}{7}$

_____ 9. $6\frac{1}{2}$

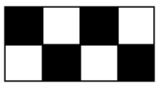
_____ 10. $\frac{4}{6}$

Exercise Set B

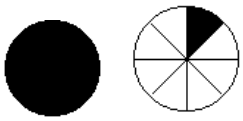
Directions: Classify the following set of fractions accordingly.

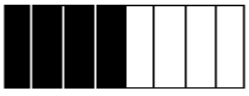
	Proper	Improper	Mixed
1. $\frac{5}{4}, \frac{11}{7}, 1\frac{3}{4}, \frac{4}{9}, \frac{2}{5}$			
2. $\frac{3}{4}, \frac{9}{3}, 1\frac{1}{2}, \frac{6}{7}, \frac{2}{3}$			
3. $\frac{3}{2}, \frac{4}{2}, 4\frac{1}{7}, \frac{8}{3}, \frac{11}{7}$			
4. $\frac{35}{21}, \frac{69}{75}, 7\frac{12}{10}, \frac{9}{3}, \frac{1}{2}$			
5. $\frac{13}{7}, \frac{45}{100}, 6\frac{2}{5}, \frac{9}{2}, \frac{2}{3}$			

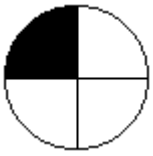
Directions: Write whether the illustrations shows proper, improper or mixed form.

6.  _____

7.  _____

8.  _____

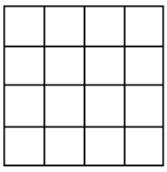
9.  _____

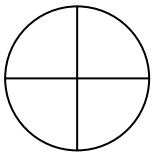
10.  _____

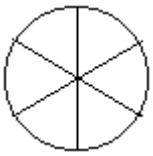
Lesson 76: Identifying fractions involving regions, sets and number line.
(Competency II.C.1.2)

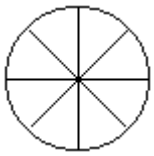
Exercise Set A

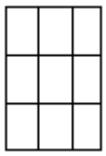
Directions: Shade to show fractional part.

1.  $\frac{5}{16}$

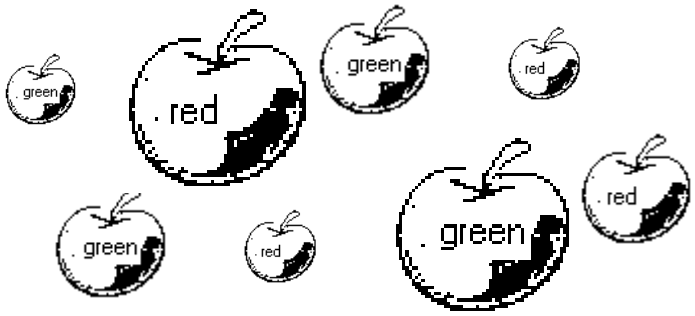
2.  $\frac{4}{4}$

3.  $\frac{4}{6}$

4.  $\frac{3}{8}$

5.  $\frac{4}{9}$

Directions: Write what fraction of all the apples are the following:

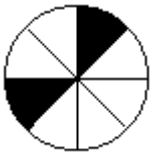


1. small apples
2. medium apples
3. large apples
4. red apples
5. green apples

Lesson 76: Identifying fractions involving regions, sets and number line.
(Competency II.C.1.2)

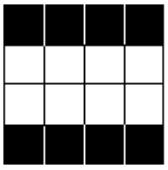
Exercise Set B

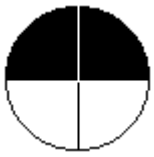
Directions: Give the fraction for the shaded portion.

1.  _____

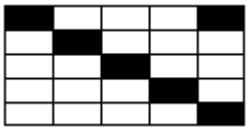
2.  _____

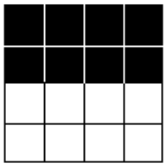
3.  _____

4.  _____

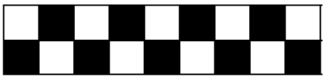
5.  _____

6.  _____

7.  _____

8.  _____

9.  _____

10.  _____

Lesson 77: Identifying similar and dissimilar fractions from a given set of fractions.
(Competency II.C.1.3)

Exercise Set A

Directions: Draw a star ✯ on the blank if the set of fractions are similar and cross (x) if they are not similar.

_____ 1. $\frac{4}{5}, \frac{3}{5}, \frac{2}{9}, \frac{20}{3}, \frac{1}{2}$

_____ 2. $\frac{1}{2}, \frac{9}{2}, \frac{20}{2}, \frac{6}{2}, \frac{5}{2}$

_____ 3. $\frac{3}{12}, \frac{9}{12}, \frac{6}{12}, \frac{12}{12}, \frac{24}{12}$

_____ 4. $\frac{9}{4}, \frac{3}{4}, \frac{2}{4}, \frac{4}{1}, \frac{3}{4}$

_____ 5. $\frac{2}{7}, \frac{7}{1}, \frac{6}{7}, \frac{7}{3}, \frac{2}{12}$

Directions: Write S if the set is a similar fractions and D if the set is a dissimilar fractions.

_____ 6. $\frac{4}{5}, \frac{5}{6}, \frac{6}{7}, \frac{7}{8}$

_____ 7. $\frac{16}{15}, \frac{17}{15}, \frac{18}{15}, \frac{19}{15}$

_____ 8. $\frac{4}{2}, \frac{4}{3}, \frac{4}{4}, \frac{4}{5}, \frac{4}{6}$

_____ 9. $\frac{2}{10}, \frac{4}{10}, \frac{6}{10}, \frac{8}{10}$

_____ 10. $\frac{2}{3}, \frac{4}{6}, \frac{6}{9}, \frac{8}{12}$

Exercise Set B

Directions: Draw a star ✯ on the blank if the set of fractions are similar and cross (x) if they are dissimilar.

_____ 1. $\frac{25}{5}, \frac{4}{5}, \frac{30}{5}, \frac{3}{5}, \frac{8}{5}$

_____ 2. $\frac{14}{20}, \frac{6}{20}, \frac{20}{20}, \frac{16}{20}, \frac{25}{20}$

_____ 3. $\frac{10}{8}, \frac{9}{12}, \frac{6}{10}, \frac{12}{12}, \frac{7}{11}$

_____ 4. $\frac{2}{8}, \frac{3}{4}, \frac{6}{14}, \frac{4}{1}, \frac{3}{4}$

_____ 5. $\frac{5}{10}, \frac{7}{10}, \frac{6}{10}, \frac{17}{10}, \frac{2}{10}$

Directions: Write S if the set is a similar fractions and D if the set is a dissimilar fractions.

_____ 6. $\frac{1}{2}, \frac{2}{3}, \frac{3}{4}, \frac{4}{5}$

_____ 7. $\frac{10}{10}, \frac{11}{20}, \frac{12}{30}, \frac{13}{40}$

_____ 8. $\frac{4}{7}, \frac{8}{7}, \frac{12}{7}, \frac{16}{7}$

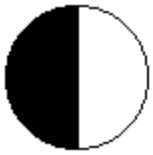
_____ 9. $\frac{2}{12}, \frac{4}{12}, \frac{6}{12}, \frac{8}{12}$

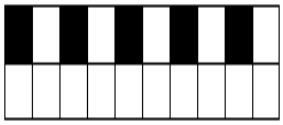
_____ 10. $\frac{2}{3}, \frac{4}{6}, \frac{6}{9}, \frac{8}{12}$

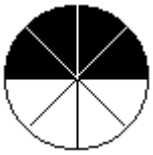
Lesson 78: Renaming decimals and whole numbers to fractions and vice-versa.
(Competency II.C.1.4)

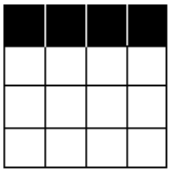
Exercise Set A

Directions: Write a fraction and a decimal for the shaded part.

1. 

2. 

3. 

4. 

5. 

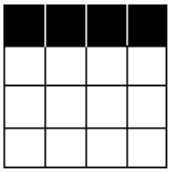
Directions: Complete the table below.

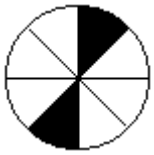
	Fraction	Decimal
6.		.64
7.	$1\frac{4}{6}$	
8.	$\frac{7}{12}$	
9.		.55
10.	$\frac{1}{4}$	

Lesson 78: Renaming decimals and whole numbers to fractions and vice-versa.
(Competency II.C.1.4)

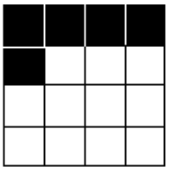
Exercise Set B

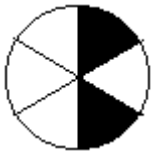
Directions: Write a fraction and a decimal for the shaded part.

1. 

2. 

3. 

4. 

5. 

Directions: Complete the table below.

	Fraction	Decimal
6.	$1\frac{1}{2}$	
7.	$\frac{3}{4}$	
8.		.15
9.		3.4
10.	$\frac{3}{24}$	

Lesson 79: Ordering fractions written in different forms from least to greatest and vice versa.
(Competency II.C.2)

Exercise Set A

Directions: Arrange each set of fraction from least to greatest.

1. $\frac{4}{3}, \frac{7}{3}, \frac{5}{3}, \frac{2}{3}$
2. $\frac{10}{10}, \frac{15}{10}, \frac{8}{10}, \frac{9}{10}$
3. $\frac{7}{7}, \frac{4}{7}, \frac{5}{7}, \frac{3}{7}$
4. $\frac{4}{5}, \frac{9}{5}, \frac{3}{5}, \frac{5}{5}$
5. $\frac{6}{8}, \frac{8}{8}, \frac{9}{8}, \frac{5}{8}$

Directions: Arrange each set of fractions from greatest to least.

6. $\frac{3}{4}, \frac{4}{4}, \frac{1}{4}$
7. $\frac{3}{4}, \frac{1}{2}, \frac{2}{3}$
8. $\frac{2}{8}, \frac{1}{3}, \frac{5}{7}$
9. $\frac{4}{6}, \frac{3}{6}, \frac{5}{6}$
10. $\frac{3}{9}, \frac{5}{9}, \frac{2}{9}$

Exercise Set B

Directions: Arrange each set of fraction from least to greatest.

1. $\frac{5}{7}, \frac{10}{7}, \frac{12}{7}, \frac{2}{7}$
2. $\frac{8}{8}, \frac{10}{8}, \frac{5}{8}, \frac{3}{8}$
3. $\frac{6}{10}, \frac{9}{10}, \frac{5}{10}, \frac{8}{10}$
4. $\frac{15}{15}, \frac{16}{15}, \frac{10}{15}, \frac{7}{15}$
5. $\frac{4}{12}, \frac{7}{12}, \frac{3}{12}, \frac{5}{12}$

Directions: Arrange each set of fractions from greatest to least.

6. $\frac{6}{5}, \frac{1}{4}, \frac{2}{3}$
7. $\frac{2}{8}, \frac{3}{8}, \frac{1}{8}$
8. $\frac{1}{6}, \frac{1}{3}, \frac{1}{2}$
9. $\frac{3}{5}, \frac{2}{4}, \frac{4}{20}$
10. $\frac{1}{7}, \frac{1}{9}, \frac{1}{5}$

Lesson 80: Changing improper fractions to mixed forms and vice-versa.
(Competency II.C.2.1)

Exercise Set A

Directions: Change each mixed number to improper fractions.

1. $9\frac{3}{8}$
2. $16\frac{2}{7}$
3. $12\frac{5}{10}$
4. $8\frac{1}{2}$
5. $5\frac{2}{3}$

Directions: Change each improper fraction to mixed number.

6. $\frac{97}{4}$
7. $\frac{103}{5}$
8. $\frac{27}{7}$
9. $\frac{16}{3}$
10. $\frac{77}{4}$

Exercise Set B

Directions: Change each mixed number to improper fractions.

1. $2\frac{3}{5}$
2. $7\frac{6}{8}$
3. $4\frac{1}{3}$
4. $9\frac{2}{7}$
5. $11\frac{3}{9}$

Directions: Change each improper fraction to mixed number.

6. $\frac{65}{7}$
7. $\frac{26}{4}$
8. $\frac{30}{7}$
9. $\frac{21}{5}$
10. $\frac{93}{8}$

Lesson 81: Changing one to fraction form and vice-versa.
(Competency II.C.2.2)

Exercise Set A

Directions: Encircle the fraction that is equal to one.

1. $\frac{5}{7}, \frac{10}{7}, \frac{7}{7}, \frac{2}{7}$
2. $\frac{2}{6}, \frac{6}{6}, \frac{9}{6}, \frac{12}{6}$
3. $\frac{10}{10}, \frac{9}{10}, \frac{5}{10}, \frac{8}{10}$
4. $\frac{8}{8}, \frac{7}{8}, \frac{10}{8}, \frac{6}{8}$
5. $\frac{4}{5}, \frac{7}{5}, \frac{3}{5}, \frac{5}{5}$

Directions: Write the missing number on the blank.

6. $\frac{12}{12} =$ _____
7. $\frac{14}{14} =$ _____
8. $1 = \frac{\_\_}{13}$
9. $1 = \frac{16}{\_\_}$
10. $\frac{10}{10} =$ _____

Exercise Set B

Directions: Encircle the fraction that is equal to one.

1. $\frac{4}{9}, \frac{8}{9}, \frac{12}{9}, \frac{9}{9}$
2. $\frac{24}{25}, \frac{30}{25}, \frac{12}{25}, \frac{25}{25}$
3. $\frac{7}{12}, \frac{9}{12}, \frac{12}{12}, \frac{8}{12}$
4. $\frac{4}{4}, \frac{1}{4}, \frac{2}{4}, \frac{7}{4}$
5. $\frac{9}{7}, \frac{7}{7}, \frac{6}{7}, \frac{4}{7}$

Directions: Write the missing number on the blank.

6. $\frac{25}{25} =$ _____
7. $1 = \frac{17}{\_\_}$
8. $1 = \frac{\_\_}{4}$
9. $\frac{4}{4} =$ _____
10. $1 = \frac{\_\_}{12}$

Lesson 82: Visualizing addition of similar fractions.
(Competency II.D.1.1)

Exercise Set A

Directions: Complete the mathematical sentence. Express the answers in lowest terms if needed.

1. $\frac{2}{8} + \frac{3}{8} =$ _____
2. $\frac{2}{6} + \frac{1}{6} =$ _____
3. $\frac{1}{4} + \frac{2}{4} =$ _____
4. $\frac{3}{10} + \frac{2}{10} =$ _____
5. $\frac{3}{12} + \frac{2}{12} =$ _____

Directions: Write in the third column the sum of the fractions in the first two columns.

			SUM
6.	$\frac{1}{4}$	$\frac{3}{4}$	
7.	$\frac{4}{10}$	$\frac{2}{10}$	
8.	$\frac{6}{12}$	$\frac{1}{12}$	
9.	$\frac{3}{15}$	$\frac{4}{15}$	
10.	$\frac{4}{20}$	$\frac{10}{20}$	

Exercise Set B

Directions: Complete the mathematical sentence. Express the answers in lowest terms if needed.

1. $\frac{1}{4} + \frac{1}{4} =$ _____
2. $\frac{2}{32} + \frac{7}{32} =$ _____
3. $\frac{1}{8} + \frac{2}{8} =$ _____
4. $\frac{2}{8} + \frac{3}{8} =$ _____
5. $\frac{1}{7} + \frac{3}{7} =$ _____

Directions: Write in the third column the sum of the fractions in the first two columns.

			SUM
6.	$\frac{1}{5}$	$\frac{4}{5}$	
7.	$\frac{6}{13}$	$\frac{2}{13}$	
8.	$\frac{4}{25}$	$\frac{13}{25}$	
9.	$\frac{9}{20}$	$\frac{5}{20}$	
10.	$\frac{2}{7}$	$\frac{1}{7}$	

Lesson 83: Adding similar fractions.
(Competency II.D.1.2)

Exercise Set A

Directions: Give the sum and reduce to lowest term when needed.

1. $\frac{1}{7} + \frac{3}{7} =$ _____

2. $\frac{4}{5} + \frac{3}{5} =$ _____

3. $\frac{9}{11} + \frac{3}{11} =$ _____

4. $\frac{7}{9} + \frac{3}{9} =$ _____

5. $\frac{6}{7} + \frac{5}{7} =$ _____

Directions: Solve these problems.

6. Abigail needs $\frac{7}{8}$ meters of red lace and $\frac{3}{8}$ meters of white lace. How many meters of lace does she need in all?

7. A glass is $\frac{1}{4}$ full of water. $\frac{2}{4}$ more glass of water is added to it. How much water does the glass have now?

8. Part of the school garden is planted. One third of the garden is corn and $\frac{1}{3}$ is beans. What part of the garden is planted?

9. A baker used $\frac{4}{6}$ kilograms of sugar for baking cakes and $\frac{2}{6}$ kilogram for baking a pudding. How many kilograms of sugar did she use in all?

10. Jessa used $\frac{4}{5}$ meters of white cloth and $\frac{2}{5}$ meters of green cloth to sew a dress. How many meters of cloth did she use in all?

Lesson 83: Adding similar fractions.
(Competency II.D.1.2)

Exercise Set B

Directions: Give the sum and reduce to lowest term when needed.

1. $\frac{3}{9} + \frac{2}{9} =$ ____
2. $\frac{8}{7} + \frac{1}{7} =$ _____
3. $\frac{4}{6} + \frac{1}{6} =$ _____
4. $\frac{5}{10} + \frac{3}{10} =$ ____
5. $\frac{1}{4} + \frac{3}{4} =$ _____

Directions: Solve these problems.

6. Mrs. Reyes bought $\frac{2}{3}$ kilogram of beef and $\frac{3}{3}$ kilogram of pork. How many kilograms of meat did she buy?

7. Dory finished $\frac{1}{8}$ of her painting on Friday. She finished $\frac{5}{8}$ of her painting on Saturday. How much of the painting was finished by Saturday night?

8. Danny spends $\frac{1}{6}$ of his spare time reading. He spends $\frac{2}{6}$ doing his art project. How many hours did he spend in all?

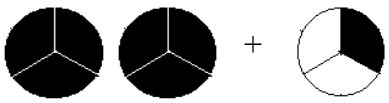
9. Rey played basketball for $\frac{3}{2}$ hours in the morning and $\frac{1}{2}$ hours in the afternoon. How many hours were spent playing basketball?

10. Ariel ran $\frac{2}{7}$ km on the first day of the trip and $\frac{1}{7}$ on the second day. How far did he run in two days?

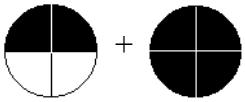
Lesson 84: Adding a fraction and a whole number.
(Competency II.D.1.3)

Exercise Set A

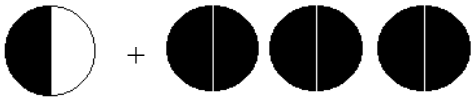
Directions: Supply the missing numbers using the illustrations given.

1. 

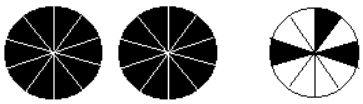
_____ + _____ = _____

2. 

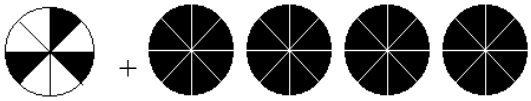
_____ + _____ = _____

2. 

_____ + _____ = _____

4. 

_____ + ____ = ____

5. 

_____ + _____ = _____

Directions: Find the sum. Express your answer in simplest form if needed.

6. $3 + \frac{4}{7}$

7. $6 + \frac{13}{15}$

8. $12 + \frac{2}{5}$

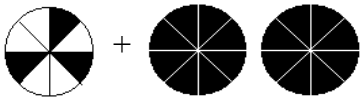
9. $18 + \frac{9}{10}$

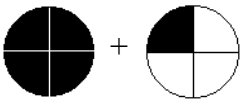
10. $9 + 7 + \frac{2}{8}$

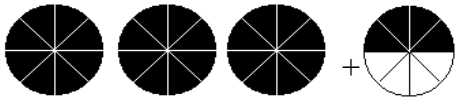
Lesson 84: Adding a fraction and a whole number.
(Competency II.D.1.3)

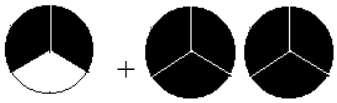
Exercise Set B

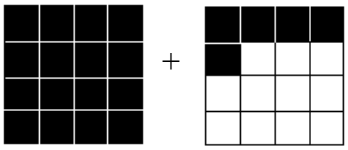
Directions: Supply the missing numbers using the illustrations given.

1.  _____ + _____ = _____

2.  _____ + _____ = _____

3.  _____ + _____ = _____

4.  _____ + _____ = _____

5.  _____ + _____ = _____

Directions: Find the sum. Express your answer in simplest form if needed.

6. $9 + \frac{3}{4}$

7. $7 + \frac{8}{8}$

8. $10 + \frac{7}{3}$

9. $12 + \frac{15}{14}$

10. $6 + \frac{6}{2}$

Lesson 85: Adding mentally similar fractions.
(Competency II.D.1.4)

Exercise Set A

Directions: Add mentally. Write the answer on your paper.

1. $\frac{4}{9} + \frac{3}{9} =$ _____
2. $\frac{7}{20} + \frac{11}{20} =$ _____
3. $\frac{3}{4} + \frac{1}{4} =$ _____
4. $\frac{6}{25} + \frac{1}{25} =$ _____
5. $\frac{5}{16} + \frac{8}{16} =$ _____
6. $\frac{2}{7} + \frac{3}{7} + \frac{1}{7} =$ _____
7. $\frac{3}{8} + \frac{2}{8} =$ _____
8. $\frac{2}{7} + \frac{4}{7} =$ _____
9. $\frac{6}{25} + \frac{1}{25} =$ _____
10. $\frac{5}{16} + \frac{8}{16} =$ _____

Exercise Set B

Directions: Add mentally. Write the answer on your paper.

1. $\frac{2}{8} + \frac{5}{8} =$ _____
2. $\frac{7}{25} + \frac{4}{25} =$ _____
3. $\frac{6}{13} + \frac{3}{13} =$ _____
4. $\frac{1}{4} + \frac{1}{4} =$ _____
5. $\frac{6}{10} + \frac{1}{10} =$ _____
6. $\frac{3}{5} + \frac{1}{5} =$ _____
7. $\frac{2}{6} + \frac{3}{6} =$ _____
8. $\frac{2}{10} + \frac{5}{10} =$ _____
9. $\frac{2}{4} + \frac{1}{4} =$ _____
10. $\frac{1}{8} + \frac{4}{8} =$ _____

Lesson 86: Subtracting similar fractions.
(Competency II.D.2.1)

Exercise Set A

Directions: Find the difference. Express your answers in lowest terms if possible.

1. $\frac{8}{4} - \frac{1}{4} =$ _____
2. $\frac{10}{15} - \frac{7}{15} =$ _____
3. $\frac{8}{14} - \frac{4}{14} =$ _____
4. $\frac{7}{8} - \frac{4}{8} =$ _____
5. $\frac{6}{10} - \frac{3}{10} =$ _____

Directions: Write the figures and then find the difference.

6. five sevenths – four sevenths
7. nine tenths – five tenths
8. eleven fifteenths – eight fifteenths
9. four sixths – three sixths
10. seven ninths – four ninths

Exercise Set B

Directions: Find the difference. Express your answers in lowest terms if possible.

1. $\frac{8}{9} - \frac{5}{9} =$ _____
2. $\frac{13}{12} - \frac{7}{12} =$ _____
3. $\frac{18}{20} - \frac{9}{20} =$ _____
4. $\frac{3}{5} - \frac{1}{5} =$ _____
5. $\frac{6}{7} - \frac{2}{7} =$ _____

Directions: Write the figures and then find the difference.

6. eight ninths – four ninths
7. six sevenths – one seventh
8. nine fifths – three fifths
9. four sixths – one sixth
10. eleven elevenths – six elevenths

Lesson 87: Subtracting a fraction from a whole number.
(Competency II.D.2.2)

Exercise Set A

Directions: Find the difference and reduce to lowest term if necessary.

1. $6 - \frac{2}{6} =$ _____
2. $8 - \frac{4}{8} =$ _____
3. $3 - \frac{5}{6} =$ _____
4. $6 - \frac{2}{3} =$ _____
5. $14 - \frac{7}{8} =$ _____
6. $12 - \frac{7}{10} =$ _____
7. $8 - \frac{3}{5} =$ _____
8. $3 - \frac{4}{9} =$ _____
9. $11 - \frac{5}{8} =$ _____
10. $2 - \frac{3}{8} =$ _____

Exercise Set B

Directions: Find the difference and reduce to lowest term if necessary.

1. $5 - \frac{4}{4} =$ _____
2. $3 - \frac{6}{10} =$ _____
3. $10 - \frac{7}{9} =$ _____
4. $7 - \frac{11}{20} =$ _____
5. $9 - \frac{7}{9} =$ _____
6. $6 - \frac{2}{5} =$ _____
7. $12 - \frac{11}{20} =$ _____
8. $7 - \frac{3}{8} =$ _____
9. $2 - \frac{5}{5} =$ _____
10. $1 - \frac{4}{7} =$ _____

Lesson 88: Solving word problems involving addition of similar fractions without regrouping.
(Competency II.D.3.1)

Exercise Set A

Directions: Read and solve following the steps in problem solving.

1. Remy spent $\frac{2}{3}$ hour scrubbing and sweeping the floor and $\frac{1}{3}$ hour wiping the furniture. How long did she work in the living room?
2. Nico harvested $\frac{6}{11}$ kilograms of cabbage and $\frac{3}{11}$ kilograms of bell pepper. How many kilograms of vegetables did he harvest in all?
3. Fe spent $\frac{2}{4}$ of an hour sweeping the yard and $\frac{1}{4}$ of an hour watering the plants. How long did she work?
4. She ate $\frac{1}{6}$ of the pizza and her son ate $\frac{2}{6}$ of it. What part of the whole pizza was eaten?
5. Mother gave Randy $\frac{2}{6}$ and $\frac{2}{6}$ of the ripe papaya she bought. What part of the whole papaya did she give to Randy?

Directions: Solve the following problems using illustrations.

6. Sally is working on her Science project. She spent $\frac{2}{12}$ of an hour in the morning, $\frac{3}{12}$ of an hour in the afternoon and $\frac{3}{12}$ of an hour in the evening. How much time did Sally spend in his project?
7. Grandmother used $\frac{2}{8}$ cup of celery, $\frac{1}{8}$ cup of carrots, $\frac{3}{8}$ cup of mushroom and $\frac{2}{8}$ cup of lettuce in her vegetable salad. How much vegetable did she use?
8. Robie was asked to make the props for the school play. He used $\frac{2}{10}$ roll of blue ribbon, $\frac{3}{10}$ roll of the yellow ribbon and $\frac{1}{10}$ roll of red ribbon. How many rolls of ribbon did he use?
9. Mother served one fifths kg of chicos and three-fifths kg of mangoes to children. How many kg of fruits did Mother serve?
10. Ben bought $\frac{2}{8}$ gram of peanuts in the morning and $\frac{3}{8}$ gram of cashew nuts in the afternoon. How many grams of nuts does he have?

Lesson 88: Solving word problems involving addition of similar fractions without regrouping.
(Competency II.D.3.1)

Exercise Set B

Directions: Read and solve following the steps in problem solving.

1. For their carpentry class, the boys brought $\frac{2}{10}$ kg of nails and $\frac{3}{10}$ kg of wire. What was the total weight of the materials that they brought?
2. The Pupil Government Club is preparing for an exhibit. Clifford's group needed $\frac{4}{10}$ meter of string and Jennifer's group needed $\frac{5}{10}$ meter of string. How many meters of string do they need?
3. Elizabeth's little sister is $\frac{29}{100}$ meter tall while her brother is $\frac{43}{100}$ meter tall. What is the combined height of Elizabeth's brother and sister?
4. Cris and Katrina had to clean the house. Cris cleaned $\frac{3}{5}$ of an hour while Katrina cleaned $\frac{1}{5}$ of an hour. How long did they clean the house?
5. One Saturday, Maverick and Leo walked around the park. Leo walked a distance of $\frac{37}{100}$ km while Maverick walked $\frac{45}{100}$ km. What was the total distance walked by the two boys?

Directions: Solve these problems with illustrations.

6. Genesis and Eljay sold newspapers on Friday. Genesis sold $\frac{2}{12}$ kg of old newspapers while Eljay sold $\frac{3}{12}$ kg of old newspapers. How many kg of newspapers did they sell on Friday?
7. Kaye did her project for $\frac{3}{6}$ of an hour and her Math homework for $\frac{2}{6}$ of an hour. How long did Kaye work on her project and homework?
8. John bought $\frac{2}{4}$ kg of mushrooms in the morning and $\frac{1}{4}$ kg in the afternoon. How many kg of mushroom did he buy in all?
9. Rose typed $\frac{2}{5}$ of an hour before school and $\frac{2}{5}$ of an hour after school. How long did she type?
10. Grace used $\frac{2}{4}$ cup of sugar in one recipe and $\frac{1}{4}$ cup in another. How much sugar did she use?

Lesson 89: Subtracting mentally similar fractions.
(Competency II.D.3.2)

Exercise Set A

Directions: Give the missing number.

1. $\frac{8}{10} - \_\_\_\_ = \frac{6}{10}$
2. $\_\_\_\_ - \frac{6}{20} = \frac{4}{20}$
3. $\frac{6}{12} - \frac{3}{12} = \_\_\_\_$
4. $\frac{15}{20} - \_\_\_\_ = \frac{5}{20}$
5. $\_\_\_\_ - \frac{7}{15} = \frac{4}{15}$
6. $\frac{7}{9} - \_\_\_\_ = \frac{4}{9}$
7. $\_\_\_\_ - \frac{4}{10} = \frac{1}{10}$
8. $\_\_\_\_ - \frac{5}{8} = \frac{2}{8}$
9. $\frac{10}{12} - \_\_\_\_ = \frac{6}{12}$
10. $\frac{10}{15} - \frac{5}{15} = \_\_\_\_$

Exercise Set B

Directions: Give the missing number.

1. $\frac{6}{9} - \_\_\_\_ = \frac{3}{9}$
2. $\_\_\_\_ - \frac{1}{6} = \frac{4}{6}$
3. $\frac{4}{5} - \_\_\_\_ = \frac{1}{5}$
4. $\frac{4}{8} - \_\_\_\_ = \frac{2}{8}$
5. $\_\_\_\_ - \frac{5}{8} = \frac{2}{8}$
6. $\_\_\_\_ - \frac{2}{10} = \frac{8}{10}$
7. $\frac{10}{15} - \frac{1}{15} = \_\_\_\_$
8. $\frac{12}{14} - \_\_\_\_ = \frac{2}{14}$
9. $\frac{9}{12} - \_\_\_\_ = \frac{6}{12}$
10. $\frac{8}{12} - \frac{4}{12} = \_\_\_\_$

Lesson 90: Solving word problems involving subtraction of similar fractions without regrouping.
(Competency II.D.3.3)

Exercise Set A

Directions: Read and solve the problems. Follow the steps in problem solving.

1. Glen watches TV for $\frac{8}{10}$ of an hour while Cedric watched $\frac{3}{10}$ of an hour. How many more hours did Glen watch than Cedric?
2. Michelle had $\frac{9}{12}$ of kite string. She gave $\frac{2}{12}$ meter of it to a friend. How many meters of string did she have left?
3. Alex ran $\frac{2}{5}$ km on the first day of the trip and $\frac{1}{5}$ on the second day. How much farther did he run on the first day than on the second day?
4. Tita had $\frac{12}{15}$ bar of soap. She used $\frac{10}{15}$ bar for washing clothes. What part of the bar of soap was left?
5. Aling Nora was $\frac{6}{6}$ meters of cloth. She cut $\frac{5}{6}$ meters to make a pillowcase. How many meters of cloth did she still have?
6. I bought $\frac{7}{9}$ meter of lace to decorate my dress. I used only $\frac{3}{9}$ meter. How many meter of lace was left?
7. Aunt Rose found a white cloth that measured $\frac{5}{6}$ of a meter. After she cut off $\frac{2}{6}$ of a meter, how much did she have left?
8. Anna had $\frac{3}{4}$ cup of mayonnaise. She used $\frac{2}{4}$ cup to make an egg sandwich. How much mayonnaise was left?
9. Gina finished her first tennis match in $\frac{4}{4}$ hour and a second game for $\frac{3}{4}$ hour. How much longer was her first game than second game?
10. Ricky studied $\frac{5}{3}$ hours the first evening and $\frac{2}{3}$ hour the next evening. How many more hours did he study in the first evening than the next evening?

Lesson 90: Solving word problems involving subtraction of similar fractions without regrouping.
(Competency II.D.3.3)

Exercise Set B

Directions: Read and solve the problems. Follow the steps in problem solving.

1. Linda bought $\frac{3}{4}$ kg of grapes. She gave $\frac{2}{4}$ to her mother. How many kg of grapes were left to her?

2. Cynthia bought $\frac{6}{10}$ meters of ribbon. She used $\frac{3}{10}$ meter for her gift to father. How long was the left ribbon?

3. Lando biked $\frac{3}{5}$ of a km on Saturday and $\frac{1}{5}$ km on a Sunday. How much more distance did he cover on Saturday than on Sunday?

4. The children used $\frac{3}{4}$ kg of cabbage and $\frac{1}{4}$ kg of lettuce in their cooking class. How much more kg of cabbage than lettuce was used?

5. Rona mixed $\frac{6}{10}$ of fruit juice with $\frac{9}{10}$ liter of water. How much more water than fruit juice was use?

6. Grandfather cut $\frac{3}{3}$ piece of wood. He used $\frac{2}{3}$ for covering a hole on the floor and the remaining part for repairing the window. What part did he use for the window?

7. Boy and Kris sold $\frac{68}{100}$ kg of old newspapers on Saturday and $\frac{72}{100}$ on Sunday. How much heavier were the newspapers sold on Sunday than on Saturday?

8. Jay cut a bamboo stick that was $\frac{3}{4}$ m long. He used $\frac{2}{4}$ m for a garden fence. How long was left of his bamboo stick?

9. The boys were assigned to plant a garden plot divided into equal parts. They finished $\frac{4}{6}$ of the area. What part of the plot was not planted?

10. Aling Nena had $\frac{7}{8}$ liter of coconut oil. She used $\frac{5}{8}$ liter for frying chicken and $\frac{1}{8}$ for cooking adobo. How many liter of coconut oil were left?

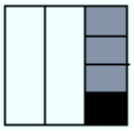
Lesson 91: Visualizing multiplication of fractions.
(Competency II.E.1.1)

Exercise Set A

Directions: Compute the multiplication sentence appropriate for the given figures.

1. 

___ of ___

2. 

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3. 

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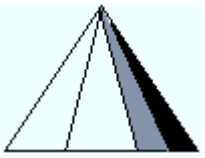
4. 

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5. 

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6. 

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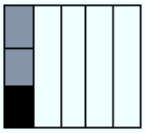
7. 

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8. 

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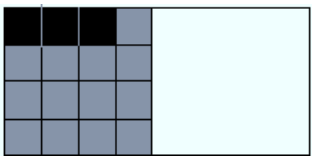
9. 

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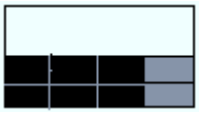
10. 

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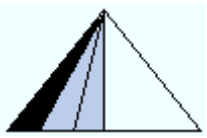
Lesson 91: Visualizing multiplication of fractions.
(Competency II.E.1.1)

Exercise Set B

Directions: Compute the multiplication sentence appropriate for the given figures.

1. 

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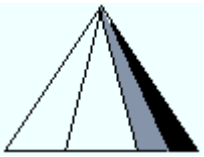
2. 

___ of ___

3. 

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4. 

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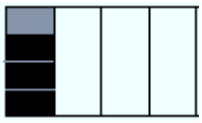
5. 

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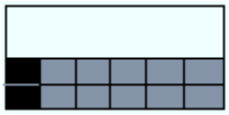
6. 

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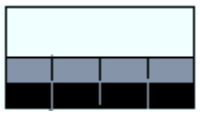
9. 

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Lesson 92: Finding a fractional part of a number.
(Competency II.E.1.2.1)

Exercise Set A

Directions: Draw sets of objects to show the equations and solve for the answer.

Equations	Illustrations	Solution and Answers
1. $\frac{1}{12}$ of 36	1.	6.
2. $\frac{3}{4}$ of 16	2.	7.
3. $\frac{2}{7}$ of 28	3.	8.
4. $\frac{4}{5}$ of 25	4.	9.
5. $\frac{2}{5}$ of 20	5.	10.

Exercise Set B

Directions: Draw sets of objects to show the equations and solve for the answer.

Equations	Illustrations	Solution and Answers
1. $\frac{2}{4}$ of 12	1.	6.
2. $\frac{3}{5}$ of 15	2.	7.
3. $\frac{2}{7}$ of 14	3.	8.
4. $\frac{1}{3}$ of 12	4.	9.
5. $\frac{1}{2}$ of 10	5.	10.

Lesson 93: Translating expressions such as: $\frac{1}{2}$ of $\frac{2}{3}$, $\frac{2}{3}$ of $\frac{1}{6}$.

(Competency II.E.1.2.2)

Exercise Set A

Directions: Complete the data in the chart. Translate the following expressions to multiplication sentences.

Expressions	Mathematical Sentence
1. $\frac{1}{2}$ of $\frac{2}{6}$	
2. $\frac{1}{4}$ of $\frac{3}{4}$	
3. $\frac{1}{5}$ of $\frac{1}{2}$	
4. $\frac{1}{2}$ of $\frac{3}{5}$	
5. $\frac{2}{3}$ of $\frac{1}{4}$	
6. $\frac{1}{6}$ of $\frac{2}{3}$	
7. $\frac{1}{4}$ of $\frac{5}{10}$	
8. $\frac{1}{2}$ of $\frac{5}{6}$	
9. $\frac{2}{3}$ of $\frac{3}{4}$	
10. $\frac{1}{3}$ of $\frac{3}{4}$	

Exercise Set B

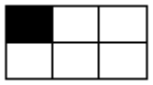
Directions: Complete the data in the chart. Translate the following expressions to multiplication sentences.

Expressions	Mathematical Sentence
1. $\frac{1}{3}$ of $\frac{3}{4}$	
2. $\frac{2}{3}$ of $\frac{1}{3}$	
3. $\frac{1}{4}$ of $\frac{2}{4}$	
4. $\frac{2}{3}$ of $\frac{2}{5}$	
5. $\frac{4}{5}$ of $\frac{1}{2}$	
6. $\frac{1}{7}$ of $\frac{2}{8}$	
7. $\frac{1}{5}$ of $\frac{3}{4}$	
8. $\frac{2}{6}$ of $\frac{1}{3}$	
9. $\frac{1}{9}$ of $\frac{3}{4}$	
10. $\frac{1}{2}$ of $\frac{2}{4}$	

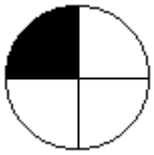
Lesson 94: Multiplying a fraction by another fraction.
(Competency II.E.2)

Exercise Set A

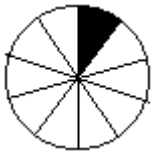
Directions: Use the picture to find the product.

1. 

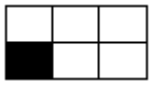
$\frac{1}{2} \times \frac{1}{3} =$

2.
3. 

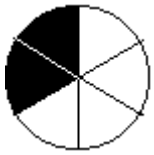
$\frac{1}{2} \times \frac{1}{2} =$

4. 

$\frac{1}{2} \times \frac{1}{5} =$

4. 

$\frac{1}{2} \times \frac{1}{3} =$

5. 

$\frac{2}{3} \times \frac{1}{2} =$

Directions: Find the product. Express it in simplest form if possible.

6. $\frac{2}{3} \times \frac{6}{10} =$

7. $\frac{2}{4} \times \frac{2}{3} =$

8. $\frac{3}{7} \times \frac{4}{3} =$

9. $\frac{1}{4} \times \frac{5}{8} =$

10. $\frac{1}{8} \times \frac{4}{5} =$

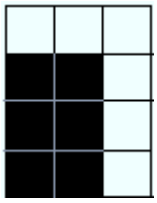
Lesson 94: Multiplying a fraction by another fraction.
(Competency II.E.2)

Exercise Set B

Directions: Use the picture to find the product.

1. 

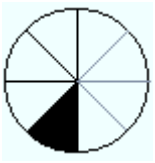
$\frac{2}{3} \times \frac{1}{4} =$

2. 

$\frac{3}{4} \times \frac{2}{3} =$

3. 

$\frac{2}{5} \times \frac{1}{2} =$

4. 

$\frac{1}{4} \times \frac{1}{2} =$

5. 

$\frac{1}{3} \times \frac{1}{4} =$

Directions: Find the product. Express it in simplest form if possible.

6. $\frac{2}{3} \times \frac{1}{5} =$

7. $\frac{5}{6} \times \frac{1}{2} =$

8. $\frac{2}{9} \times \frac{1}{6} =$

9. $\frac{2}{4} \times \frac{3}{6} =$

10. $\frac{1}{3} \times \frac{1}{12} =$

Lesson 95: Analyzing word problems involving multiplication of fractions.
(Competency II.E.3.1.1)

Exercise Set A

Directions: Read and analyze the problem then choose the letter of the correct answer.

Connie had $\frac{2}{4}$ of a cake. She gave $\frac{1}{2}$ of it to her friend. What part of the cake did Connie give away?

1. What is asked?
   a. pieces of the whole cake
   b. part of the cake given away
   c. broken pieces of cake

2. What are the given facts?
   a. $\frac{1}{2}$ part of the cake b. $\frac{3}{4}$ of the cake c. $\frac{2}{4}$ and $\frac{1}{2}$ of a cake

3. What is the mathematical sentence?
   a. $\frac{1}{4} x \frac{1}{2} = N$ b. $\frac{1}{2} x \frac{2}{4} = N$ c. $\frac{2}{8} x \frac{1}{2} = N$

4. What is the operation to be used?
   a. multiplication b. addition c. subtraction

5. What is the answer?
   a. $\frac{2}{8}$ b. $\frac{3}{8}$ c. $\frac{2}{4}$

Directions: Supply the missing words/answers.

Rogelyn used $\frac{2}{3}$ of the $\frac{6}{8}$ meter of bamboo stick for their lantern. How much of the stick was used?

6. The problem is asking for _____.
7. The answer is _____.
8. The mathematical sentence is _____.
9. The operation to be used is _____.
10. The _____ and _____ are the given data.

Lesson 95: Analyzing word problems involving multiplication of fractions.
(Competency II.E.3.1.1)

Exercise Set B

Directions: Read and analyze the problem then choose the letter of the correct answer.

Maria ate $\frac{1}{3}$ of $\frac{1}{6}$ of a pie. What part of the pie did Maria eat?

1. What is asked in the problem?
   a. the whole pie b. part of left pie c. part of pie that was eaten

2. What are the given facts?
   a. $\frac{1}{3}$ of a pie b. $\frac{1}{6}$ of a pie c. $\frac{1}{3}$ and $\frac{1}{6}$ of a pie

3. What is the mathematical sentence?
   a. $\frac{6}{1} \times \frac{3}{1} = n$ b. $\frac{3}{6} \times \frac{1}{3} = n$ c. $\frac{1}{3} \times \frac{1}{6} = n$

4. What is the operation to be used?
   a. multiplication b. subtraction c. addition

5. What is the answer?
   a. $\frac{2}{18}$ b. $\frac{1}{9}$ c. $\frac{3}{6}$

Directions: Supply the missing words/answers.

Patty cut $\frac{2}{3}$ of mocha cake. She gave $\frac{1}{3}$ of the piece to her brother. How much cake did her brother receive?

6. The problem is asking for _____.
7. The answer is _____.
8. The mathematical sentence is _____.
9. The operation to be used is _____.
10. The _____ and _____ are the given facts.

Lesson 96: Solving word problems involving multiplication of fractions.
(Competency II.E.3.1)

Exercise Set A

Directions: Read and solve the problems. Follow the steps in problem solving.

1. Candy had $\frac{3}{4}$ of a cake. She gave $\frac{1}{3}$ of it to her brother. What part of the whole cake did Candy give away?
2. Gladys cooked fried chicken for her son's birthday party. She bought $\frac{3}{4}$ liter of cooking oil. However, she used only $\frac{1}{2}$ of it. What part of the cooking oil was used?
3. Roy had $\frac{3}{4}$ piece of pizza. He gave $\frac{1}{4}$ of it to Rose. What part of the pizza did Rose get?
4. Grace bought $\frac{2}{3}$ meter of cotton cloth. One half of it was used for making napkins. What part of the meter was used for the napkins?
5. Rosita still has $\frac{3}{5}$ meter of red ribbon. She used $\frac{1}{3}$ of it in decorating a gift package. What part of the meter of ribbon was used in decorating the gift package?
6. The Grade IV class bought $\frac{3}{4}$ can of paint. Half of it was used to paint their room while one half of the remaining paint was used to paint the flowerpots. What part of the fraction was left?
7. Armando had $\frac{3}{4}$ can of horse manure for fertilizer. He used $\frac{1}{2}$ of it for his garden plots. What part of the can of horse manure did he use?
8. Vivian bought $\frac{1}{2}$ of ground meat. She used $\frac{1}{3}$ of it for lumpia. What part of a kilogram of meat did she use?
9. Tessie sold $\frac{3}{4}$ of her $\frac{7}{10}$ kg of carrots. What part of a kilogram of carrots did she sell?
10. Mrs. De Jesus served $\frac{1}{3}$ of her $\frac{3}{4}$ cake to her guests. What part of the whole cake did the guest eat?

Lesson 96: Solving word problems involving multiplication of fractions.
(Competency II.E.3.1)

Exercise Set B

Directions: Read and solve the problems. Follow the steps in problem solving.

1. Danny had $\frac{2}{3}$ of his plot vacant. He planted $\frac{1}{2}$ of it with tomatoes. What part of the plot was planted with tomatoes?
2. Randy picked $\frac{5}{6}$ basket of string beans and sold $\frac{1}{2}$ of it. What part of the basket of string beans did he sell?
3. Mrs. Reyes had $\frac{8}{10}$ kg of flour. She used $\frac{1}{3}$ kg of it for baking a banana cake. How much flour did she use?
4. Nito and Tessie packed $\frac{2}{4}$ of the canned goods. $\frac{2}{3}$ of these were sardines. What part of the canned goods packed were sardines?
5. Brian bought $\frac{1}{2}$ kilos of lanzones. He gave $\frac{1}{3}$ of it to me. What part of the kilo of lanzones did he give to me?
6. Aling Jessica divided the bibingka into five equal parts. Narciso got one slice and gave half of the slice to Glen. What part of the whole bibingka did Glen get?
7. In a hospital, $\frac{7}{10}$ cavan of rice is cooked in a day. How many cavans of rice is cooked in $\frac{1}{2}$ of a day?
8. Jay has $\frac{2}{3}$ meter of string. He used $\frac{1}{2}$ of it for tying a small box. What part of the string was used for tying the small box?
9. Marissa bought $\frac{1}{3}$ meter of cotton cloth. She used $\frac{1}{2}$ of it to make a tablecloth. What part of a meter was used for the tablecloth?
10. Cyndi bought $\frac{3}{4}$ kilo of sugar for the icing of a cake. Only $\frac{1}{3}$ of it was used. How much sugar was used?

Lesson 97: Telling what is asked, what is/are given, the word clues, the hidden question and the operation to be used. (Competency II.E.3.2.1.1)

Exercise Set A

Directions: Read and analyze the problem then answer the questions below.

1. Rolando had $\frac{3}{4}$ piece of pizza. He gave $\frac{1}{2}$ of it to Rosita. What part of the pizza did Rosita get?

a. What is asked in the problem? _____

b. What is/are given? _____

c. What operation is to be used? _____

d. What is the mathematical sentence? _____

e. What is the answer to the problem? _____

2. Vangie bought $\frac{1}{2}$ kilogram of ground meat. She used $\frac{1}{2}$ of it for lumpia. What part of a kilogram of meat did she use?

a. What is asked? _____

b. What is/are given? _____

c. What operation is to be used? _____

d. What is the mathematical sentence? _____

e. What is the answer to the problem? _____

Exercise Set B

Directions: Read and analyze the problem then answer the questions below.

1. Flora had $\frac{5}{6}$ m of ribbon. She used $\frac{1}{2}$ of it for her sash. What part of a meter of ribbon did she use?

a. What is asked in the problem?

b. What is/are given?

c. What operation is to be used?

d. What is the mathematical sentence?

e. What is the answer to the problem?

2. Sandra picked $\frac{3}{4}$ basket of strawberries and sold $\frac{1}{2}$ of it. What part of a basket of strawberries did she sell?

a. What is asked? _____

b. What is/are given? _____

c. What operation is to be used? _____

d. What is the mathematical sentence? _____

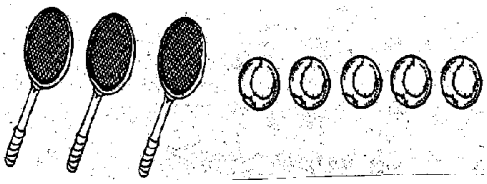
e. What is the answer to the problem? _____

Lesson 98: Writing ratios for given situations. Expressing ratio in colon form and in fraction form.
(Competency II.E.4)

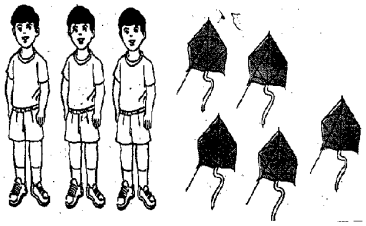
Exercise Set A

Directions: Write a ratio for each illustration.

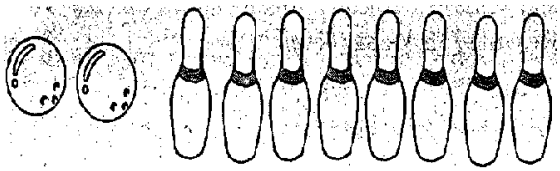
1. tennis rackets to tennis balls _____



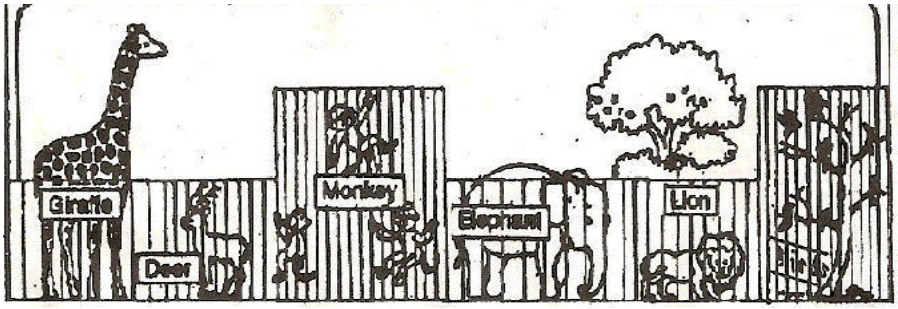
2. kites to boys _____



3. bowling pins to balls _____



Directions: Write the ratio in two different ways.



4. elephant to giraffe
5. lion to monkeys
6. deer to birds
7. giraffe to deer
8. monkeys to birds

Directions: Give what is asked for.

9. Jarvie got 27 items out of 30 items in his Science test. Give the ration of Javie's correct answers to the entire Science test.

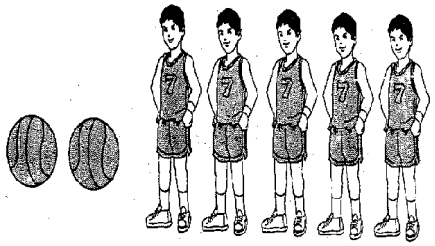
10. What is the ration of vowels to consonants in the English alphabet?

Lesson 98: Writing ratios for given situations. Expressing ratio in colon form and in fraction form.
(Competency II.E.4)

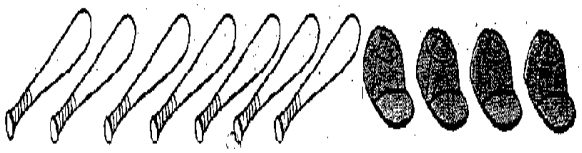
Exercise Set B

Directions: Write a ratio for each illustration.

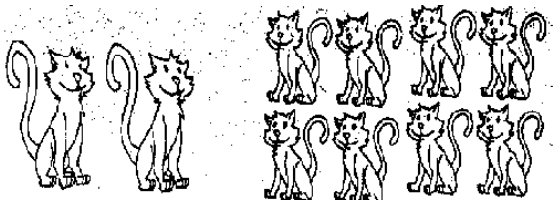
1. players to balls _____



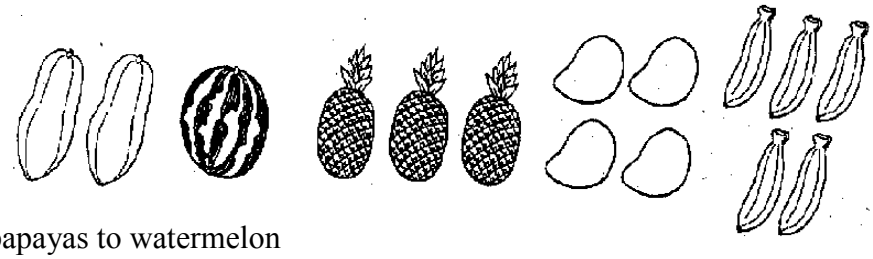
2. baseball bats to caps _____



3. cats to kittens _____



Directions: Write the ratio in two different ways.



4. papayas to watermelon
5. watermelon to pineapples
7. papayas to bananas
8. pineapples to mangoes
9. bananas to watermelon

Directions: Give what is asked for.

10. James got 18 correct items out of 20 problems in his Math test. Give the ratio of James' correct answers to all the Math problems.

11. What is the ratio of our nose to our ears?

Lesson 99: Identifying equal ratios. Finding the missing term in a proportion
(Competency II.E.5)

Exercise Set A

Directions: Write YES on the blank if the pair of rations form a proportion and NO if they do not.

_____ 1. 3:4 = 6:8

_____ 2. 2:3 = 4:6

_____ 3. $\frac{4}{5} = \frac{20}{10}$

_____ 4. $\frac{3}{9} = \frac{8}{7}$

_____ 5. 5:10 = 10:20

Directions: Find the number for n.

6. $\frac{1}{3} = \frac{n}{15}$ n = _____

7. $\frac{4}{n} = \frac{20}{25}$ n = _____

8. $\frac{6}{n} = \frac{30}{40}$ n = _____

9. n:42 = 2:7 n = _____

10. 8:n = 36:9 n = _____

Exercise Set B

Directions: Write YES on the blank if the pair of rations form a proportion and NO if they do not.

_____ 1. 4:9 = 2:5

_____ 2. 6:9 = 2:3

_____ 3. 6:15 = 2:5

_____ 4. $\frac{4}{6} = \frac{8}{12}$

_____ 5. $\frac{3}{7} = \frac{14}{6}$

Directions: Find the number for n.

6. $\frac{6}{x} = \frac{10}{5}$ x = _____

7. $\frac{3}{7} = \frac{x}{14}$ x = _____

8. $\frac{x}{12} = \frac{2}{3}$ x = _____

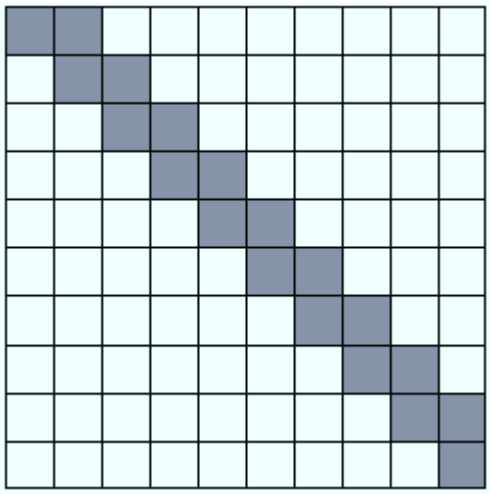
9. 12:36 = 3:x x = _____

10. x:10 = 2:5 x = _____

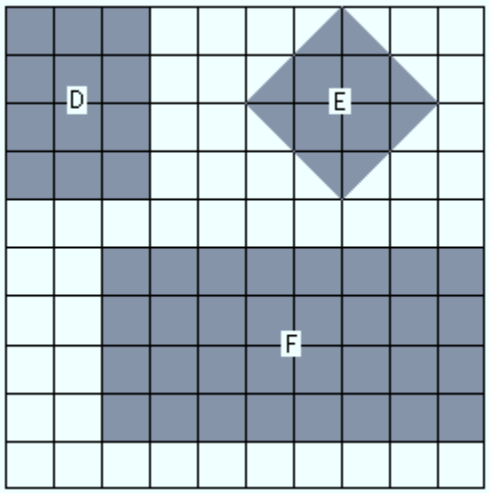
Lesson 100: Writing fractions as percent, percent as fractions and percent as decimals.
(Competency II.E.5)

Exercise Set A

Directions: Write a ratio and a percent to tell what part is shaded.

1. 

_____ _____

2-4. 

2. D _____ _____
3. E _____ _____
4. F _____ _____

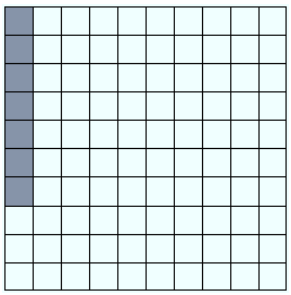
Directions: Complete the missing data on the chart below.

	FRACTION	DECIMAL	PERCENT
5.		0.12	12 %
6.	$\frac{3}{4}$		75%
7.		0.02	2%
8.	$\frac{4}{5}$	0.80	
9.		0.90	90%
10.	$\frac{1}{4}$	0.25	

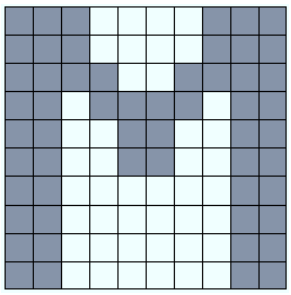
Lesson 100: Writing fractions as percent, percent as fractions and percent as decimals.
(Competency II.E.5)

Exercise Set B

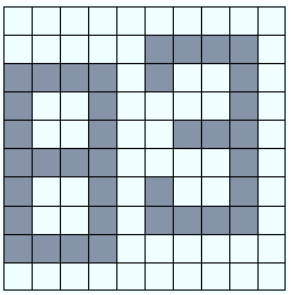
Directions: Write a ratio and a percent to tell what part is shaded.

1. 

_____ _____

2. 

_____ _____

3-4. 

3. 8 _____ _____

4. 3 _____ _____

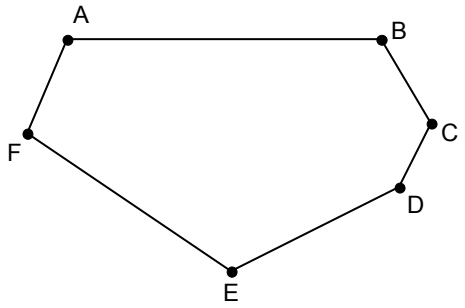
Directions: Complete the missing data on the chart below.

	FRACTION	DECIMAL	PERCENT
5.	$\frac{1}{2}$	0.50	
6.		0.60	60%
7.	$\frac{3}{10}$	0.30	
8.		0.40	40%
9.	$\frac{9}{10}$		90%
10.	$\frac{11}{100}$	0.11	

Lesson 101: Identifying the different kinds of plane figures.
(Competency III.A.1.1)

Exercise Set A

Directions: Look at this figure carefully. answer the exercises below.

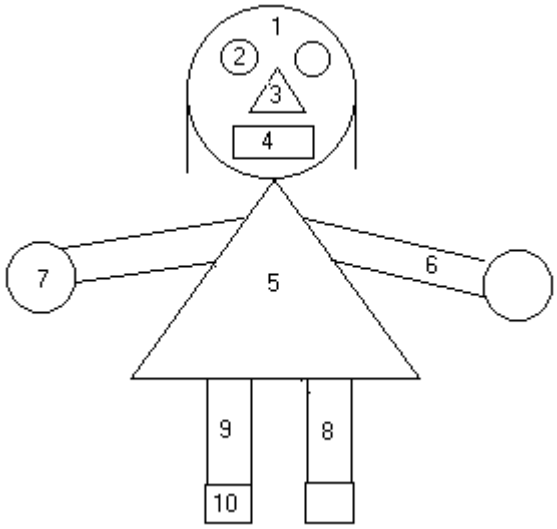


Directions: Connect the points using a straight edge or a ruler. Give the names (two of them) of the figures formed.

1. C and F
2. A and E
3. C and E
4. B and E
5. F and B
6. A and D
7. A and C
8. What is the name of the figure ABCDE?

Exercise Set B

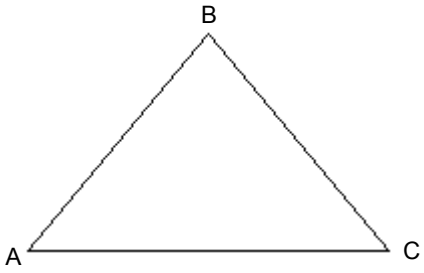
Directions: Look at this illustration. Identify the figure of each number.



Lesson 102: Identifying the parts of a triangle.
(Competency III.A.1.2a)

Exercise Set A

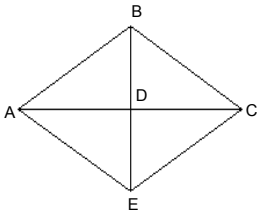
Directions: Name the part of the triangle indicated below.



1. AB, BC _____
2. AC _____
3. A, B, C, _____
4. ABC _____
5. CB _____

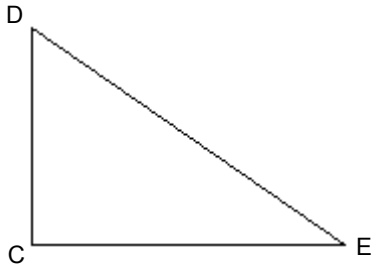
Directions: Name the triangles in each figure. Identify each one of them.

6. _____
7. _____
8. _____
9. _____
10. _____



Exercise Set B

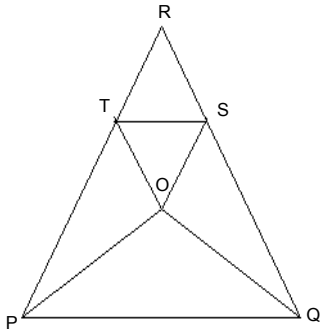
Directions: Name the part of the triangle indicated below.



1. CD, DE _____
2. CE _____
3. DCE _____
4. D, C, E _____
5. DC _____

Directions: Name the triangles in each figure. Identify each one of them.

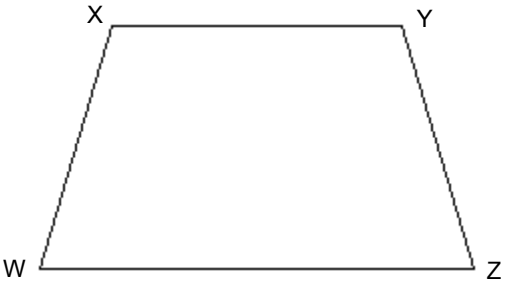
6. _____
7. _____
8. _____
9. _____
10. _____



Lesson 103: Identifying the parts of a quadrilateral.
(Competency III.A.1.2.b)

Exercise Set A

Directions: Identify the sides and vertices of the quadrilateral.



Sides	Vertices
1.	5.
2.	6.
3.	7.
4.	8.

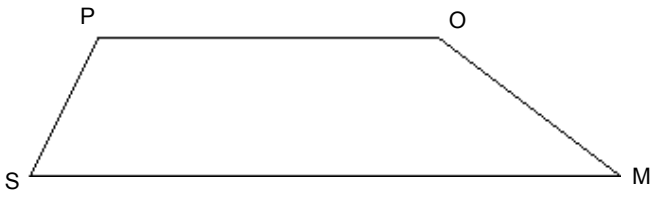
Directions: Name the quadrilateral described.

9. has 4 equal sides and 4 right angles

10. has 2 pairs of parallel sides

Exercise Set B

Directions: Identify the sides and vertices of the quadrilateral.



Sides	Vertices
1.	5.
2.	6.
3.	7.
4.	8.

Directions: Name the quadrilateral described.

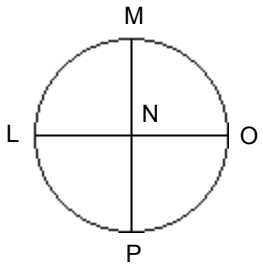
9. has 4 equal sides but has no right angles

10. has 1 pair of parallel sides

Lesson 104: Identifying the parts of a circle.
(Competency III.A.1.2C)

Exercise Set A

Directions: Study the circle then write its parts.



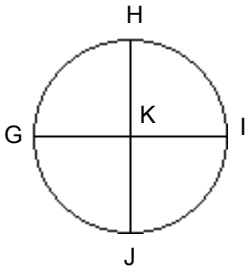
1. diameter
2. radius
3. radius
4. radius
5. radius

Directions: Draw a circle showing the following:

6. P as the center
7. OQ as the diameter
8. PR as the radius
9. PS as the radius
10. PQ as the radius

Exercise Set B

Directions: Study the circle then write its parts.



1. diameter
2. radius
3. radius
4. radius
5. radius

Directions: Draw a circle showing the following:

6. G as the center
7. KS as the diameter
8. GS as the radius
9. GT as the radius
10. GK as the radius

Lesson 105: Describing plane figures according to sides, corners shape and that functional use.
(Competency III.A.1.3.1)

Exercise Set A

Directions: Choose the correct answer.

1. A quadrilateral with 2 opposite sides that are equal is called a _____.
   a. square b. trapezoid c. rectangle d. parallelogram

2. A quadrilateral with a pair of parallel sides is a _____.
   a. square b. trapezoid c. rectangle d. parallelogram

3. A geometric figure composed of indefinite points that can be extended in both directions is called a
   a. line segment b. line c. ray d. radius

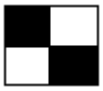
4. The line that joins two points on a circle passing through the center is _____.
   a. radius b. diameter c. segment d. ray

5. A quadrilateral with 2 pairs of parallel sides and equal opposite sides is a _____.
   a. square b. trapezoid c. rectangle d. parallelogram

Directions: Identify the plane figure represented by the following objects.

6. 

7. 

8. 

9. 

10. 

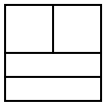
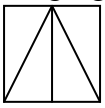
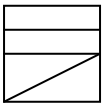
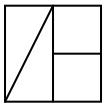
Lesson 105: Describing plane figures according to sides, corners shape and that functional use.
(Competency III.A.1.3.1)

Exercise Set B

Directions: Choose the correct answer.

1. Which of the following shows a quadrilateral?
   a.  b.  c.  d. 

2. Which is not a quadrilateral?
   a.  b.  c.  d. 

3. Which of the following figure shows 4 congruent parts?
   a.  b.  c.  d. 

4. Which figure shows 3 sides and 3 corners?
   a.  b.  c.  d. 

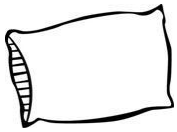
5. Which triangle has a right angle?
   a.  b.  c.  d. 

Directions: Identify the plane figure represented by the following:

6. 

7. 

8. 

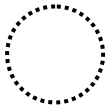
9. 

10. 

Lesson 106: Constructing plane figures using ruler and compass. (Competency III.A.1.4)

Exercise Set A

Directions: Connect the dots to complete the figures. Match Column A with Column B. Write the letter of the correct answer.

A	B
_____ 1. circle	a. 
_____ 2. rhombus	
_____ 3. rectangle	b. 
_____ 4. parallelogram	
_____ 5. square	c. 
	d. 
	e. 

Directions: Draw the following objects. Beside the pictures drawn, identify the plane figures represented by each.

9. volcano

10. door

11. orange

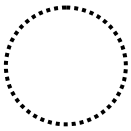
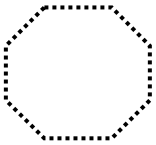
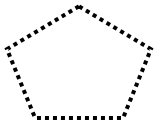
12. ice cream on a cone

13. dice

Lesson 106: Constructing plane figures using ruler and compass. (Competency III.A.1.4)

Exercise Set B

Directions: Connect the dots to complete the figures. Match Column A with Column B. Write the letter of the correct answer.

A	B
_____ 1. square	a. 
_____ 2. pentagon	
_____ 3. octagon	b. 
_____ 4. circle	
_____ 5. rectangle	c. 
	d. 
	e. 

Directions: Draw the following objects. Beside the pictures drawn, identify the plane figures represented by each.

6. a ball

7. a pillow

8. a frame

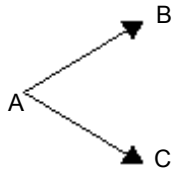
9. a coin

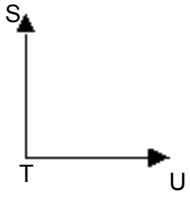
10. an ice cream

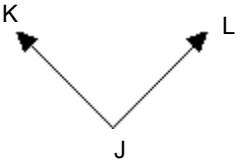
Lesson 107: Identifying the parts of an angle.
(Competency III.A.2.2.1)

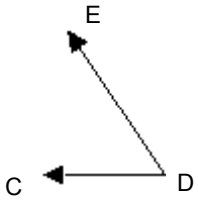
Exercise Set A

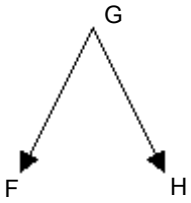
Directions: Give the end point and the two sides of each angle below.

1. 

2. 

3. 

5. 

5. 

Directions: Look at the illustration. Identify the sides of the following angles:

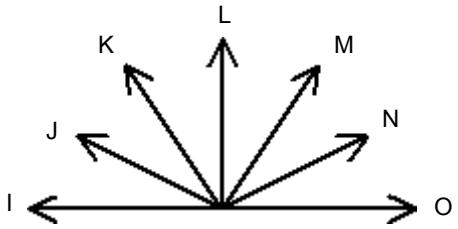
6. < IHJ

7. < JHK

8. < LHM

9. < MHN

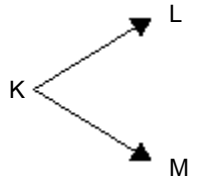
10. < OHN

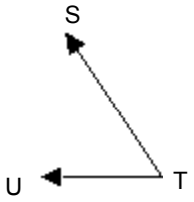


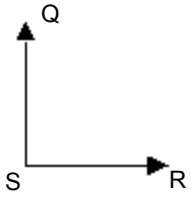
Lesson 107: Identifying the parts of an angle.
(Competency III.A.2.2.1)

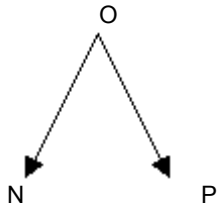
Exercise Set B

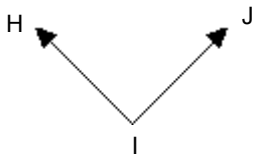
Directions: Give the end point and the two sides of each angle below.

1. 

2. 

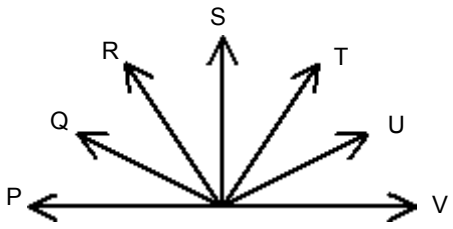
3. 

5. 

5. 

Directions: Look at the illustration. Identify the sides of the following angles:

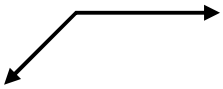
6. < SWT
7. < QWR
8. < PWQ
9. < TWU
10. < UWV



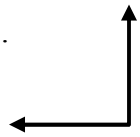
Lesson 108: Naming different kinds of angles such as right angle, acute angle, and obtuse angle.
(Competency III.A.2.2)

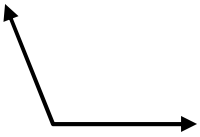
Exercise Set A

Directions: Identify whether the angle shown is acute, right, obtuse or straight.

1. 

2. 

3. 

2. 

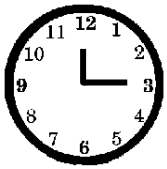
5. 

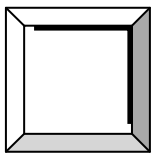
Directions: Identify whether the angle shown by the heavy lines in each illustration is acute, right, obtuse or straight.

6. 

7. 

8. 

9. 

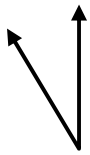
10. 

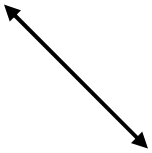
Lesson 108: Naming different kinds of angles such as right angle, acute angle, and obtuse angle.
(Competency III.A.2.2)

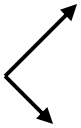
Exercise Set B

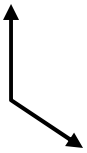
Directions: Identify whether the angle shown is acute, right, obtuse or straight.

1. 

2. 

3. 

4. 

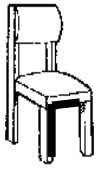
5. 

Directions: Identify whether the angle shown by the heavy line is acute, right, obtuse or straight.

6. 

7. 

8. 

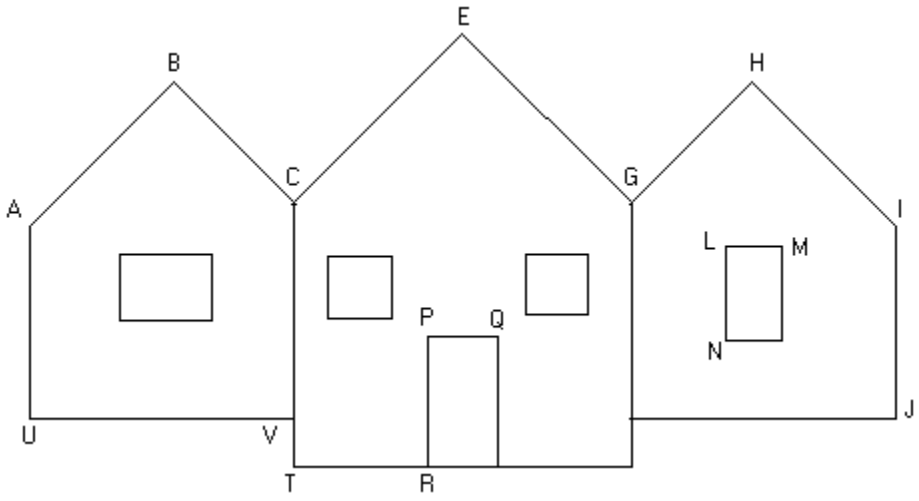
9. 

10. 

Lesson 109: Classifying angles as right, acute, or obtuse.
(Competency III.A.2.3)

Exercise Set A

Directions: Name the angles formed in the picture. Classify them according to their kind.

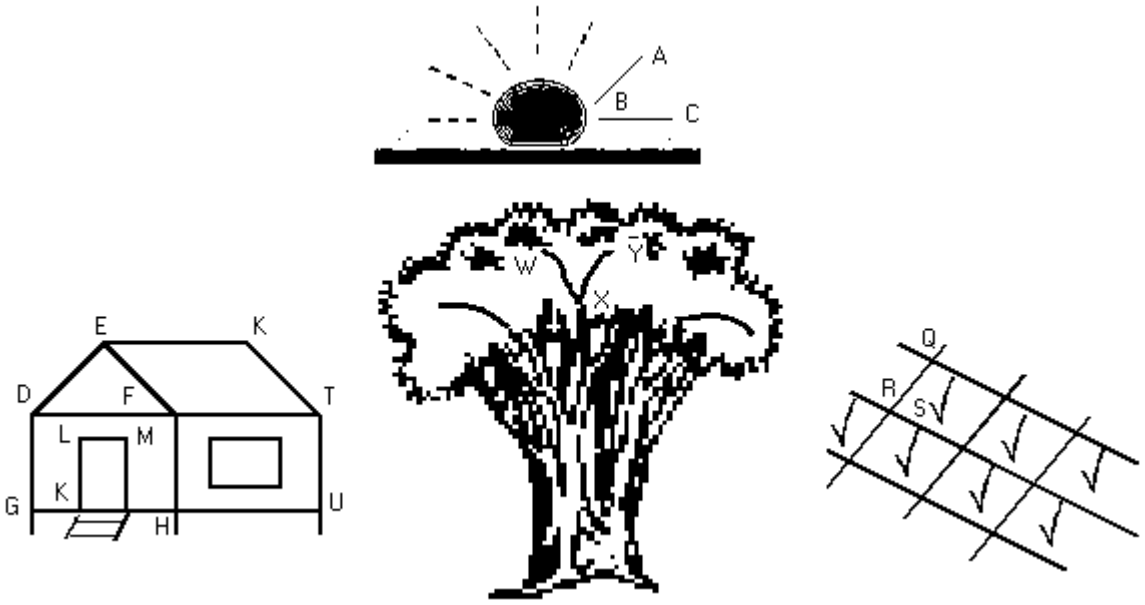


Right Angle	Acute Angle	Obtuse Angle
1.	5.	8.
2.	6.	9.
3.	7.	10.
4.		

Lesson 109: Classifying angles as right, acute, or obtuse.
(Competency III.A.2.3)

Exercise Set B

Directions: Name the angles formed in the picture. Classify them according to their kind.



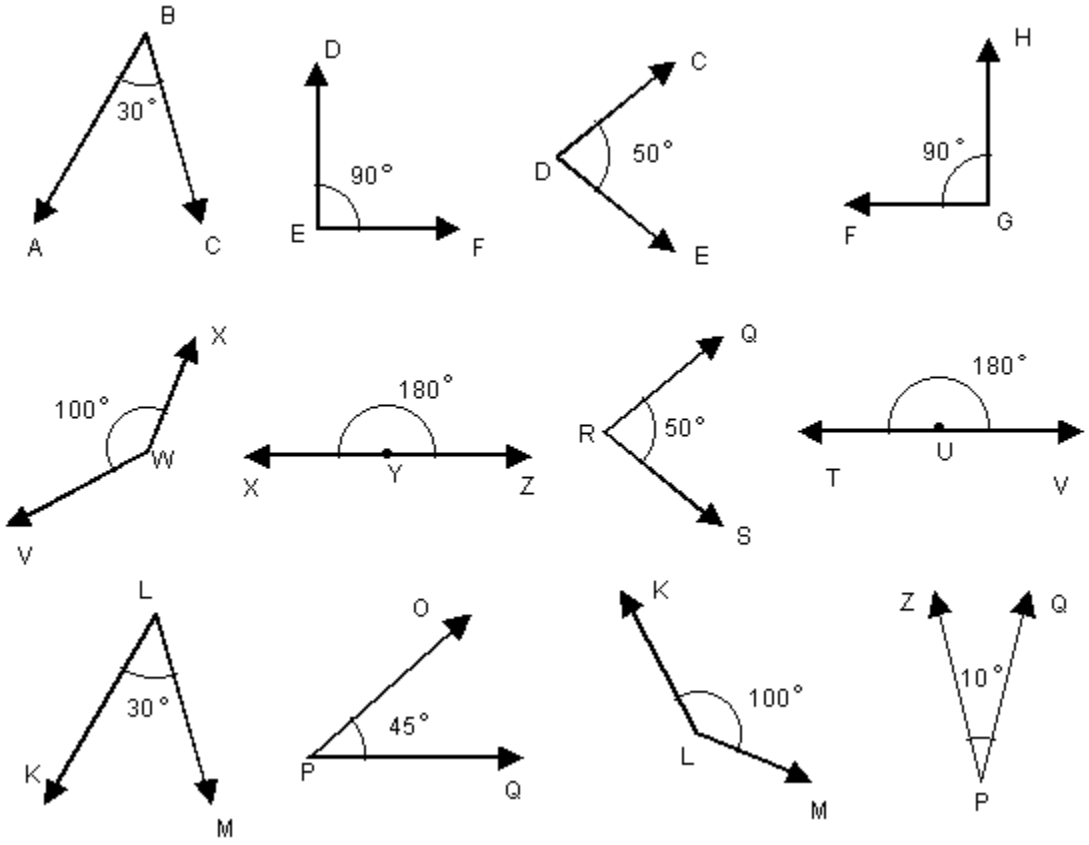
Right Angle	Acute Angle	Obtuse Angle
1.	5.	9.
2.	6.	10.
3.	7.	
4.	8.	

Lesson 110: Identifying congruent angles.
(Competency III.A.2.4)

Exercise Set A

Directions: Identify which angles are congruent.

1-5.



Directions: Construct 5 pairs of congruent angles. Two pairs are acute angles, another 2 pairs are obtuse and one pair is right angle.

6.

7.

8.

9.

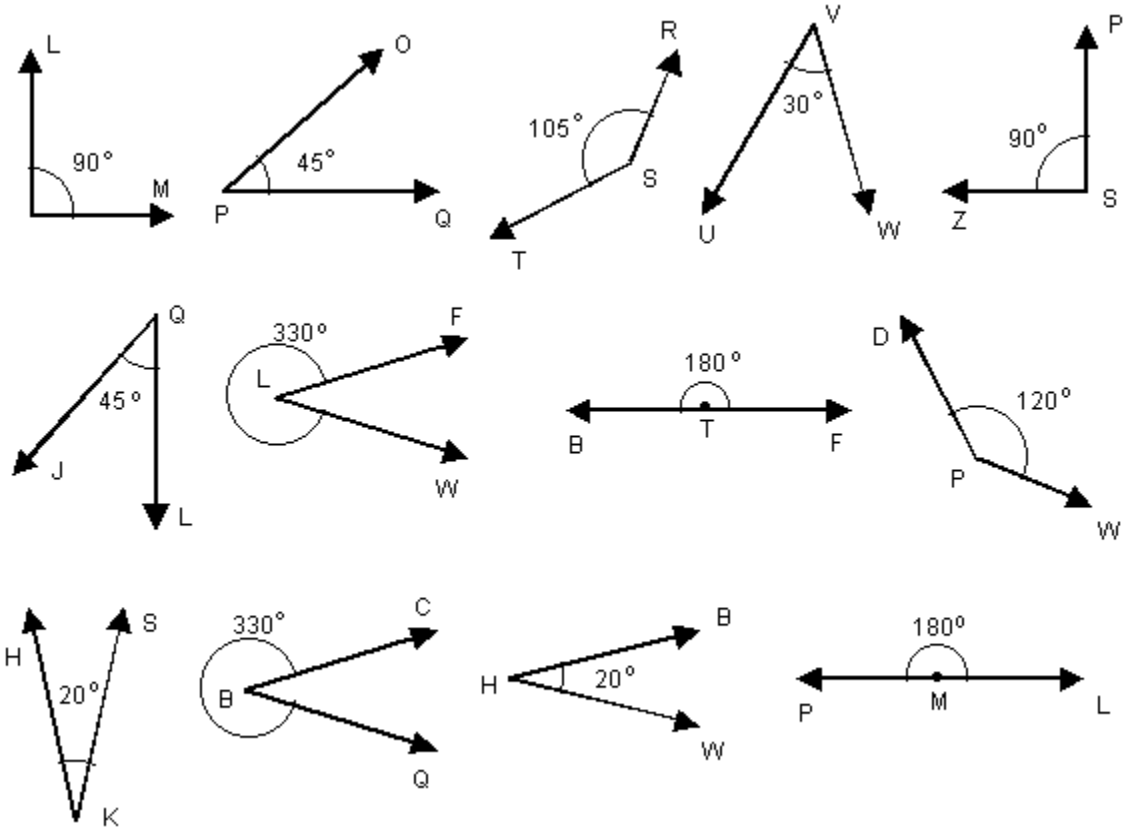
10.

Lesson 110: Identifying congruent angles.
(Competency III.A.2.4)

Exercise Set B

Directions: Identify which angles are congruent.

1-5.



Directions: Construct 5 pairs of congruent angles. Two pairs are obtuse angles, another 2 pairs are acute and one pair is right angle.

6.

7.

8.

9.

10.

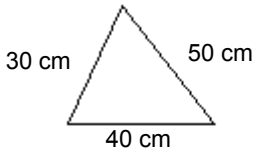
Lesson 111: Finding the perimeter of polygons (triangle).
(Competency IV.A.1)

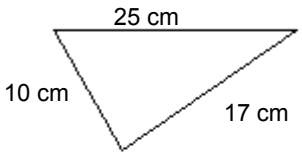
Exercise Set A

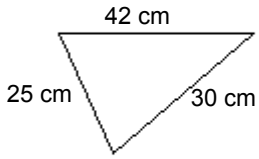
Directions: Complete the table below. Use the correct formula.

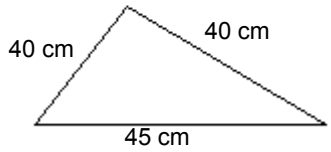
Triangle	S1	S2	S3	Perimeter
1	15 cm	16 cm	14 cm	
2	12 cm	14 cm	10 cm	
3	5 cm	15 cm	18 cm	
4	10 cm	15 cm	12 cm	
5	20 cm	20 cm	15 cm	

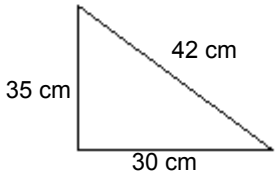
Directions: Find the perimeter of each triangle below.

6. 

7. 

8. 

9. 

10. 

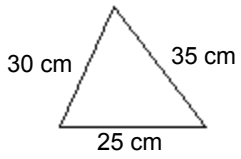
Lesson 111: Finding the perimeter of polygons (triangle). (Competency IV.A.1)

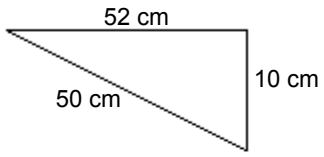
Exercise Set B

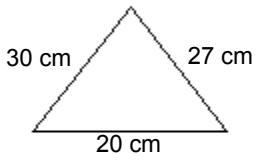
Directions: Complete the table below. Use the correct formula.

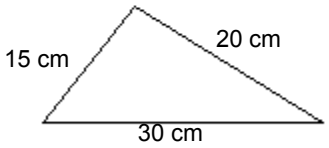
Triangle	S1	S2	S3	Perimeter
1	3 cm	45 cm	9 cm	
2	15 cm	30 cm	12 cm	
3	45 cm	20 cm	13 cm	
4	13 cm	15 cm	25 cm	
5	12 cm	20 cm	15 cm	

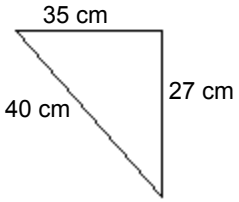
Directions: Find the perimeter of each triangle below.

6. 

7. 

8. 

9. 

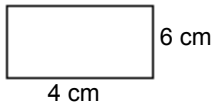
10. 

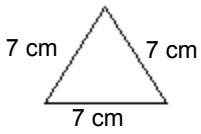
Lesson 112: Deriving a formula for finding the perimeter of a polygon. Finding the perimeter of a polygon. (Competency IV.A.2)

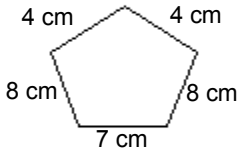
Exercise Set A

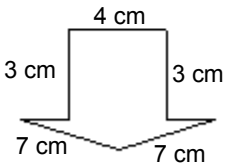
Directions: Find the perimeter. Use the formula.

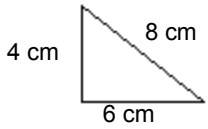
Formula Perimeter

1. 

2. 

3. 

4. 

5. 

Directions: Use the formula and find the perimeter of each polygon.

6. A hexagon has sides of the same length. One side measures 12 cm.

7. The width of the rectangle is 7 cm and its length is 15 cm.

8. One side of the square is 7 cm.

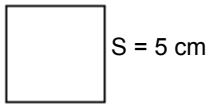
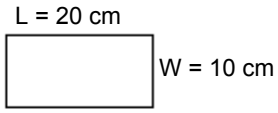
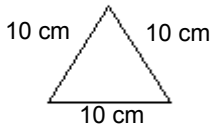
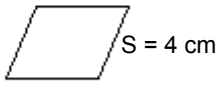
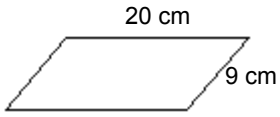
9. The side of the triangle measures 16 cm, 12 cm, and 20 cm.

10. One side of an equilateral triangle is 15 cm.

Lesson 112: Deriving a formula for finding the perimeter of a polygon. Finding the perimeter of a polygon. (Competency IV.A.2)

Exercise Set B

Directions: Find the perimeter. Use the formula.

		Formula	Perimeter
1.			
2.			
3.			
4.			
5.			

Directions: Use the formula and find the perimeter of each polygon.

6. One side of a square measures 16 cm.

7. The width of a rectangle is 9 cm and its length is 12 cm.

8. The sides of a triangle measure 16 cm, 15 cm and 15 cm.

9. One side of a rhombus measure 12 cm.

10. A hexagon has sides of the same length. One side measures 8 cm.

Lesson 113: Solving word problems involving perimeter measures. (Competency IV.A.3.1)

Exercise Set A

Directions: Solve the word problems. Follow the steps in problem solving.

1. There are 15 regular hexagonal poster frames in Danny's gallery. Each side of the frame is 25 cm long. How much wood had been used for the frames?

2. Francis walked around a small basketball court. The rectangular court is 8 m long and 7 meters wide. What is the perimeter of the rectangular court?

3. A table is 35 dm long and 15 dm wide. What is its perimeter?

4. Mrs. Bides is putting edging on her rectangular tablecloth that is 150 cm long and 100 cm wide. How many cm of edging does she used?

5. Mr. Porta is donating fencing materials for a square playground whose side is 38 meters. How many meters of fencing materials is he donating?

6. John walk around the triangular garden in the park with sides 8 m, 6 m and 10 m. How far did he walk?

7. Alyanna put a 25 cm lace border around her handkerchief. How many cm of lace border did she use?

8. A vegetable garden is in the form of an isosceles triangle. Its base measure 30 m and the side is 26 m. How many meters of fencing materials is needed to enclose it?

9. A triangular lot, XYZ is such that $\overline{XY}$ is 24 m, $\overline{YZ}$ is 8 m longer than $\overline{XY}$. $\overline{XZ}$ is 8 m longer than $\overline{YZ}$. Find the perimeter of the lot.

10. Celine's flower garden has a length of 10 m and a width of 6 m. Find the perimeter of the garden.

Lesson 113: Solving word problems involving perimeter measures. (Competency IV.A.3.1)

Exercise Set B

Directions: Solve the word problems. Follow the steps in problem solving.

1. Daryl's triangular piece of paper takes the shape of an equilateral triangle whose side is 25 cm. What is its perimeter?

2. Neil helped his grandfather build a fence around their vegetable garden. How long is the fence that they built if it is 9 m long and 12 m wide?

3. Mrs. Cortez is putting a border on her triangular scarf. How many cm of border does she need for her scarf with sides of 40 cm, 40 cm and 55 cm?

4. A bed is 50 dm long and 35 dm wide. What is its perimeter?

5. One side of a square playground of Pagbilao Central School measures 120 meters. How many meters of chicken wire are needed to enclose the playground?

6. Jayson enclosed his vegetable garden with a fence. The five sides of the garden measures 10, 15, 17 and 9 meters. How long will be the fence?

7. A tablecloth is 350 cm long and 83 cm wide. How long is the lace needed to put an edging for the tablecloth?

8. Tessie bought an octagonal mirror with each side measuring 20 cm. What is the perimeter of the mirror?

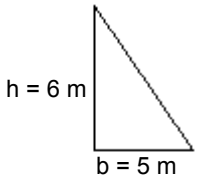
9. A baseball diamond is 25 meters long on each side. How many meters does a player run if he makes a homerun?

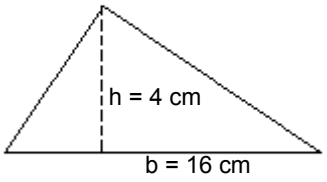
10. An equilateral triangle has a perimeter equal to the perimeter of a rectangle whose length is 15 cm and whose width is 7.5 cm. Find the measurement of the sides of the equilateral triangle.

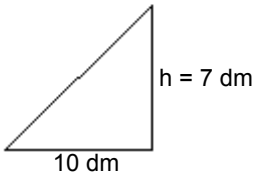
Lesson 114: Finding the area of a triangle.
(Competency IV.B.1)

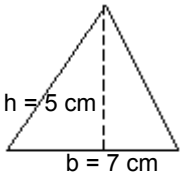
Exercise Set A

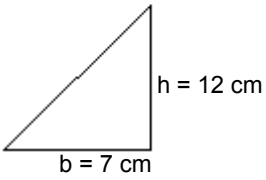
Directions: Find the area of the following figures.

1. 

2. 

3. 

4. 

5. 

Directions: Solve for the area.

6. Manolo made a triangular lantern with a base of 30 cm and a height of 18 cm. What is the total area of a lantern?

7. A triangular shaped lot has a base of 20 m and a height of 15 m. What is the area?

8. The triangular lot has base of 23 m and a height of 15 m. What is the area of the lot?

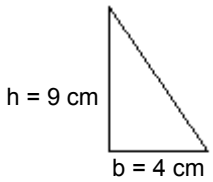
9. Jose bought a lot with a base of 25 m and a height of 15 m. What is the area of the lot he bought?

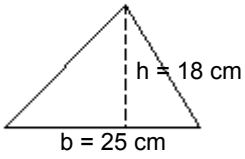
10. A triangular garden is 9 m wide and 20 m long. What is its area?

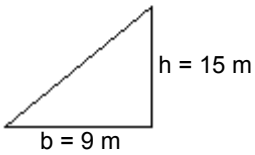
Lesson 114: Finding the area of a triangle.
(Competency IV.B.1)

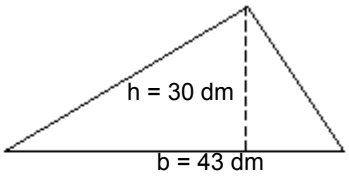
Exercise Set B

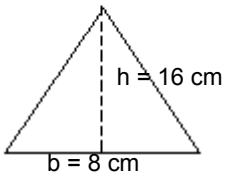
Directions: Find the area of the following figures.

1. 

2. 

3. 

4. 

5. 

Directions: Solve for the area.

6. A rectangular garden is 7 m wide and 19 m long. What is its area?

7. Find the area of George's lantern, which is a triangle with base of 39 cm and a height of 27 cm.

8. Manny made a triangular flaglets for the school activity. The flaglets has length of 91 cm long and 70 cm wide. Find the area of such triangle.

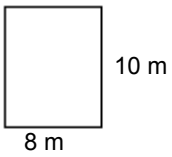
9. Zanjo inherited a piece of land that is 33 m long and 25 m wide. What is the area of the land?

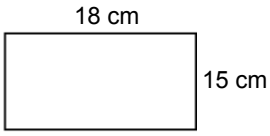
10. A triangular shape measures 26 cm high and a base of 25 cm. What is the area of the shape?

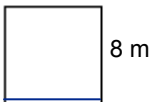
Lesson 115: Finding the area of parallelogram in square meters or centimeters.
(Competency IV.B.2)

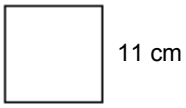
Exercise Set A

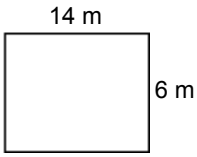
Directions: Find the area of these figures.

1. 

2. 

3. 

4. 

5. 

Directions: Find the area of the following:

6. parallelogram: h = 7 m, b = 3 m

7. 7. parallelogram: h = 1.5 m, b = 2.3 m

8. 8. parallelogram: h = 6 cm, b = 15.3 cm

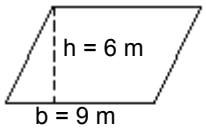
9. parallelogram: h = 9 cm, b = 6 cm

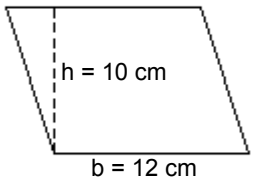
10. parallelogram: h = 3 m, b = 4.3 m

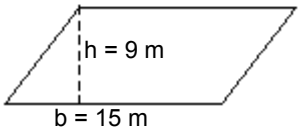
Lesson 115: Finding the area of parallelogram in square meters or centimeters.
(Competency IV.B.2)

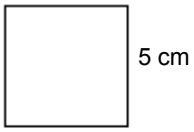
Exercise Set B

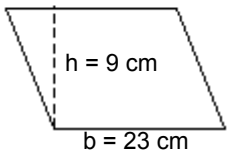
Directions: Find the area of these figures.

1. 

2. 

3. 

4. 

5. 

Directions: Find the area of the following:

6. b = 8 m h = 7.5 m

7. b = 7.5 m h = 5.2 m

8. b = 10 cm h = 14 cm

9. b = 20 cm h = 12 cm

10. b = 5 h = 3 cm

Lesson 116: Telling the unit of square measures used for measuring the area of a triangle/parallelogram.
(Competency IV.B.1.2.2)

Exercise Set A

Directions: Complete each sentence with the appropriate unit of measure.

1. Our classroom is 7 ___ long.
2. My comb is 1 ___ long.
3. The book is 2 ___ long.
4. Father's belt is 66 ___ long.
5. The 25-centavo coin is 2 ___ wide.

Directions: Write the appropriate unit of measure used in finding the area of the following.

6. a covered court
7. a piece of bond paper
8. a bathroom tile
9. playground
10. a long folder

Exercise Set B

Directions: Complete each sentence with the appropriate unit of measure.

1. Our bathroom is 2 ___ long.
2. My ballpen is 1.5 ___ long.
3. My umbrella is 50 ___ long.
4. My height is 5.1 ___ long.
5. The 5-peso coin is 4 ___ wide.

Directions: Write the appropriate unit of measure used in finding the area of the following.

6. a scarf
7. a blanket
8. a jewelry box
9. an earring
10. an I.D.

Lesson 117: Deriving a formula for finding the area of parallelogram.
(Competency IV.B.1.3 – 1.4)

Exercise Set A

Directions: Give the length and width of each shaded portion then find its area using the formula.

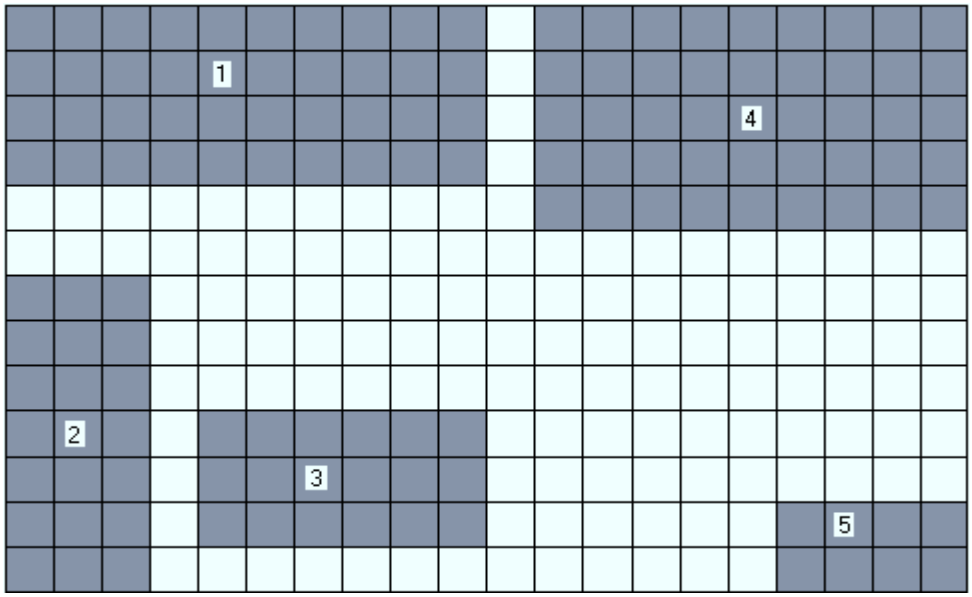
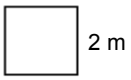
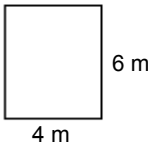
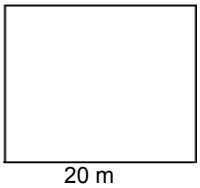


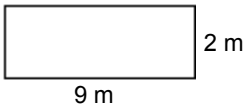
Figure	Length	Width	Formula	Area
1				
2				
3				
4				
5				

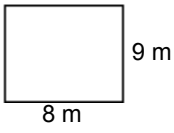
Directions: Find the number of square units you can make in the following figures. Write the formula.

6. 

7. 

8. 

9. 

10. 

Lesson 117: Deriving a formula for finding the area of parallelogram. (Competency IV.B.1.3 – 1.4)

Exercise Set B

Directions: Give the length and width of each shaded portion then find its area using the formula.

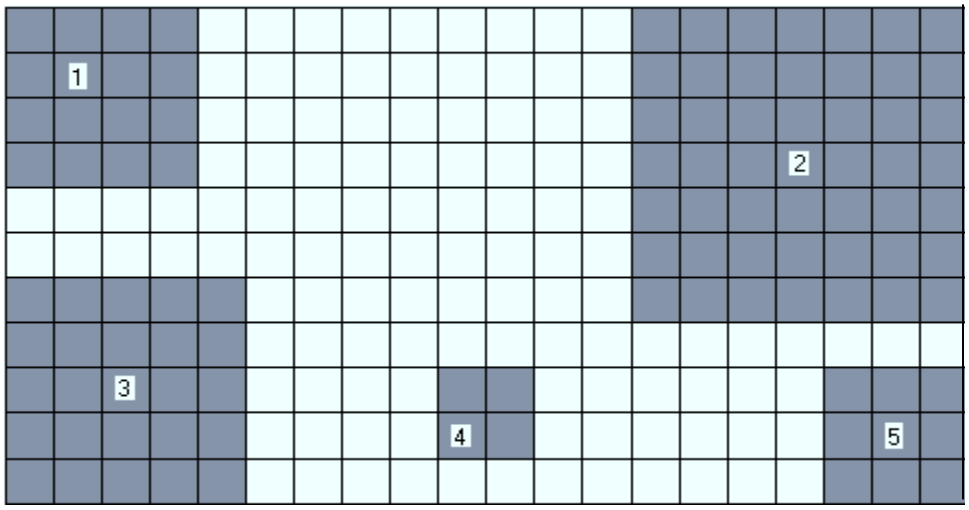
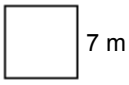
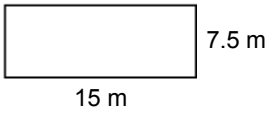
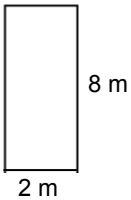


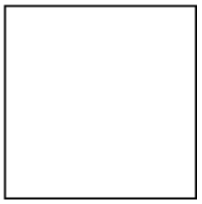
Figure	Length	Width	Formula	Area
1				
2				
3				
4				
5				

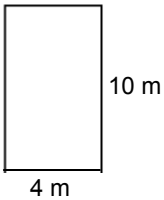
Directions: Find the number of square units you can make in the following figures. Write the formula.

6. 

7. 

8. 

9. 

10. 

Lesson 118: Deriving a formula of a triangle.
(Competency IV.B.1.5)

Exercise Set A

Directions: Give the base and height of each triangle then find its area using the formula.

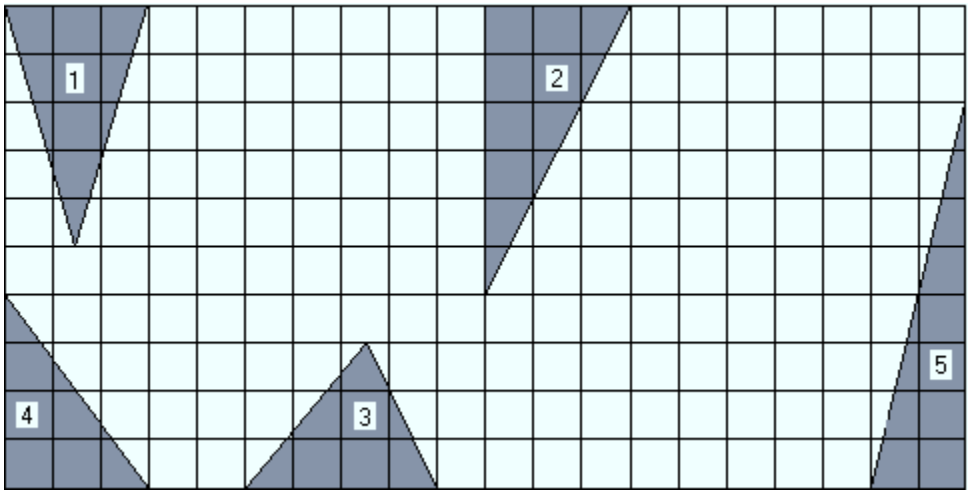
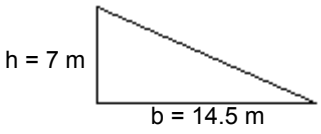


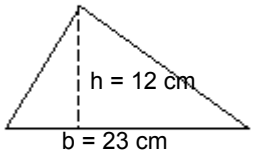
Figure	Base	Height	Formula	Area
1				
2				
3				
4				
5				

Directions: Write the formula and find the area of each figure.

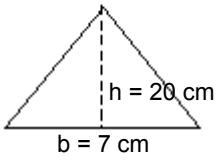
6.



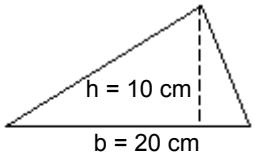
7.



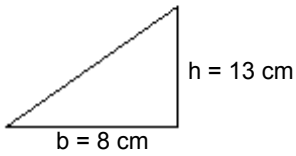
8.



9.



10.



Lesson 118: Deriving a formula of a triangle.
(Competency IV.B.1.5)

Exercise Set B

Directions: Give the base and height of each triangle then find its area using the formula.

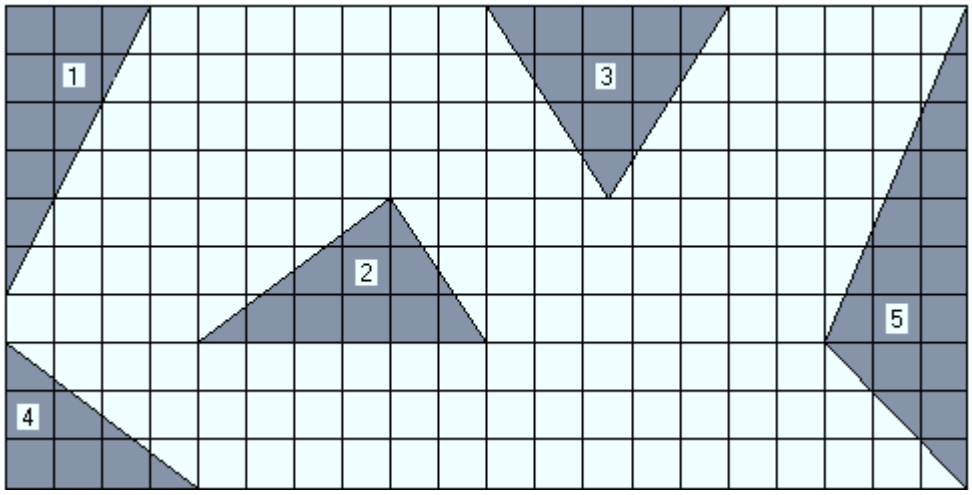
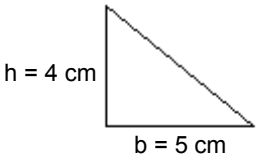


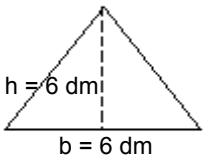
Figure	Base	Height	Formula	Area
1				
2				
3				
4				
5				

Directions: Write the formula and find the area of each figure.

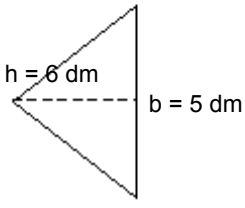
6.



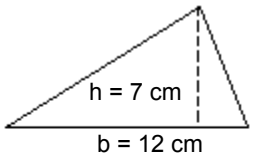
7.



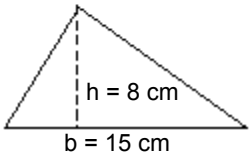
8.



9.



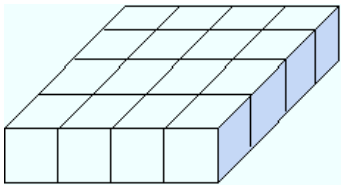
10.



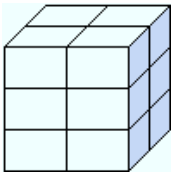
Lesson 119: Making and measuring volume using the non-standard units.
(Competency IV.C.1)

Exercise Set A

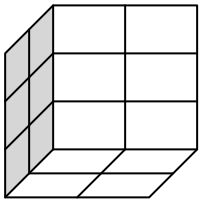
Directions: Count the cubic units to find the volume.

1. 

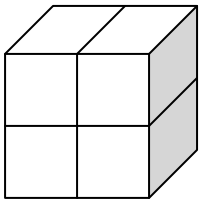
V = _____ cubic units

2. 

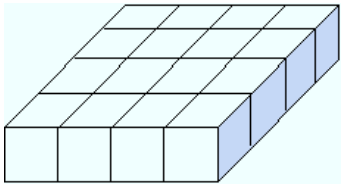
V = _____ cubic units

3. 

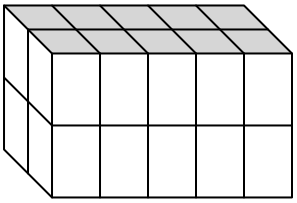
V = _____ cubic units

4. 

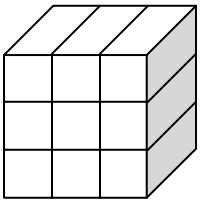
V = _____ cubic units

5. 

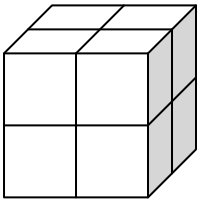
V = _____ cubic units

6. 

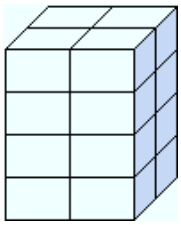
V = _____ cubic units

7. 

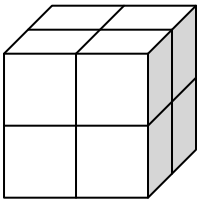
V = _____ cubic units

8. 

V = _____ cubic units

9. 

V = _____ cubic units

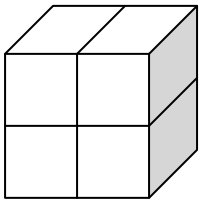
10. 

V = _____ cubic units

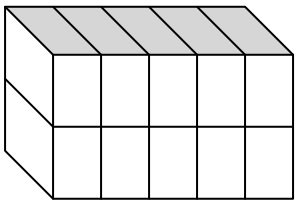
Lesson 119: Making and measuring volume using the non-standard units.
(Competency IV.C.1)

Exercise Set B

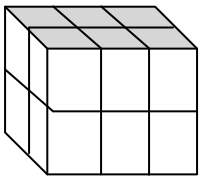
Directions: Count the cubic units to find the volume.

1. 

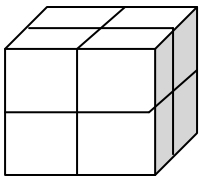
V = _____ cubic units

2. 

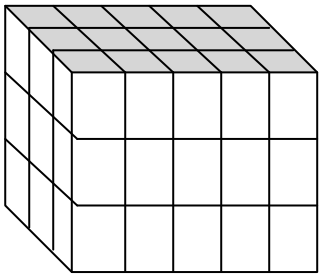
V = _____ cubic units

3. 

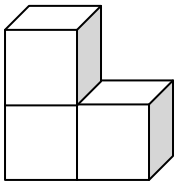
V = _____ cubic units

4. 

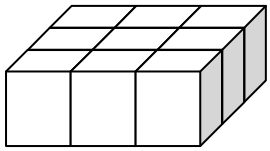
V = _____ cubic units

5. 

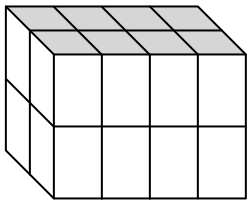
V = _____ cubic units

6. 

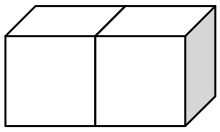
V = _____ cubic units

7. 

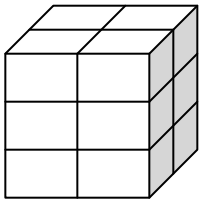
V = _____ cubic units

8. 

V = _____ cubic units

9. 

V = _____ cubic units

10. 

V = _____ cubic units

Lesson 120: Comparing among the non-standard units of measuring volume in terms of consistency and accuracy. (Competency IV.C.2)

Exercise Set A

Directions: Which has an accurate volume? Encircle the correct answers.

1. water in an aquarium or
   pebbles in an aquarium
2. milk in a glass or
   seeds in a glass
3. sand in a can or
   marbles in a can
4. paper clips in a box or
   sugar in a box
5. rice grain in a cup or
   coffee in a cup

Directions: Put a check on the blank that has accurate volume.

6. _____ coffee in a cup
   _____ marbles in a box
7. _____ milk in a box
   _____ water in a pail
8. _____ corn in a bowl
   _____ sugar in a glass
9. _____ juice in a glass
   _____ balls in a basket
10. _____ bean seeds in a dipper
    _____ water in a pitcher

Exercise Set B

Directions: Which has an accurate volume? Encircle the correct answers.

1. match sticks in a box or
   pebbles in an aquarium
2. granules of bar soap in dipper or
   granules of powder soap in a dipper
3. toothpick in a box or
   powder juice in a glass
4. hairpins in a box or
   powder in a cup
5. wheat grains in a kettle or
   soft drink in a bottle

Directions: Put a check on the blank that has accurate volume.

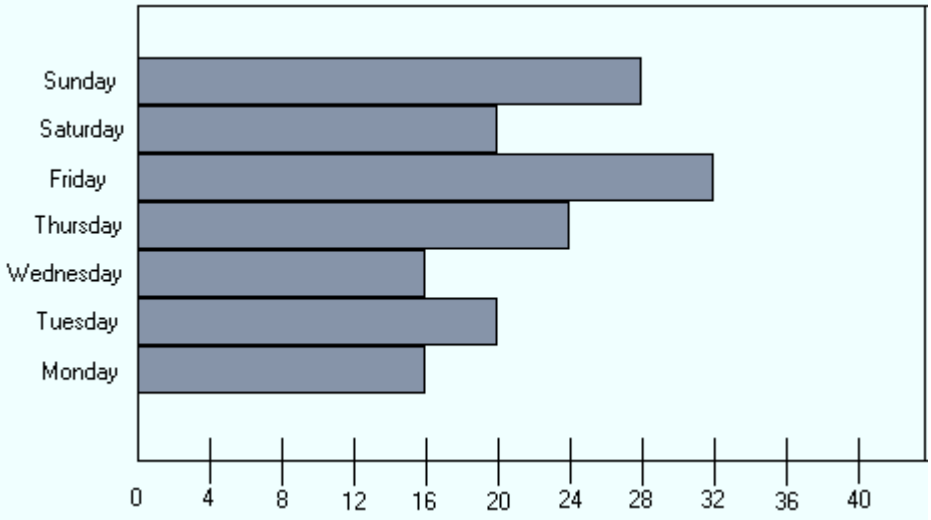
6. _____ paint in a can
   _____ broken bar soap in a basin
7. _____ thinner in a bottle
   _____ bubbles in a basin
8. _____ paper clips in a box
   _____ slats in a container
9. _____ leaves in the box
   _____ sand in a box
10. _____ ink in a bottle
    _____ chalk in a box

Lesson 121: Reading and interpreting bar graph.
(Competency V.A.1.1, 1.2)

Exercise Set A

Directions: Study carefully the graphs presented below. Write only the letter of the correct answer on your paper.

Amount of Lemonade Sold at a Drinks Stall in a Particular Week



Amount of Lemonade

1. On which day was the sale of lemonade the greatest?
   a. Sunday c. Thursday
   b. b. Friday d. Tuesday

2. The amount of lemonade sold on Wednesday was half that amount sold on ___.
   a. Sunday c. Thursday
   b. b. Friday d. Tuesday

3. A total of 44 liter of lemonade was sold on ___ and ___.
   a. Monday, Friday c. Wednesday, Friday
   b. Wednesday, Saturday d. Tuesday, Thursday

4. On which two days were the amount of lemonade sold the same?
   a. Thursday and Saturday c. Thursday and Sunday
   b. Monday and Wednesday d. Tuesday and Saturday

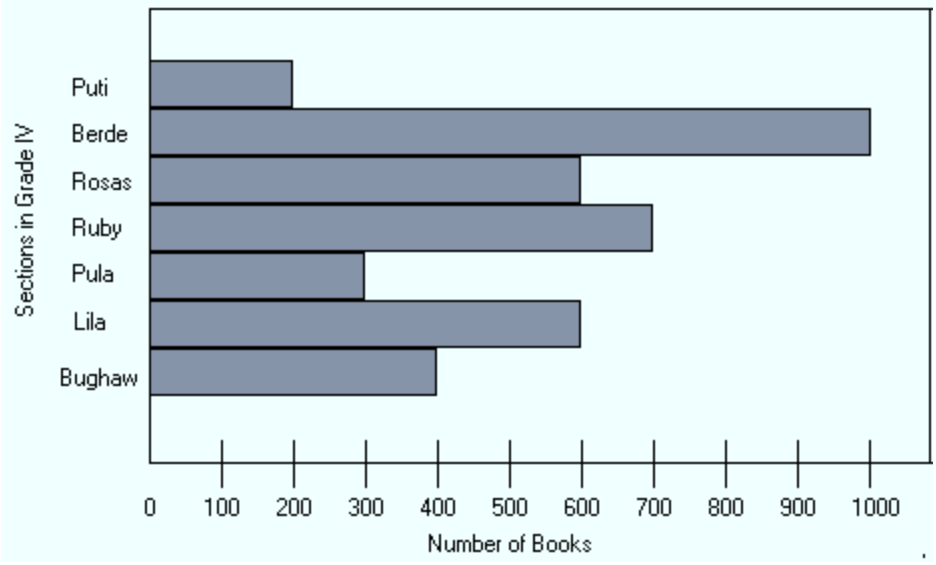
5. What was the total amount of lemonade sold?
   a. 148 liters c. 152 liters
   b. 150 liters d. 154 liters

Lesson 121: Reading and interpreting bar graph.
(Competency V.A.1.1, 1.2)

Exercise Set B

Directions: Study carefully the graphs presented below. Answer the questions that follow.

Books Borrowed for a Week



1. What is the title of the graph? _____
2. What section borrowed the least number of books? _____
3. What section borrowed the most number of books? _____
4. What two sections borrowed the same number of books? _____
5. How many more books did IV-Berde borrowed than IV-Ruby? _____

Lesson 122: Constructing a bar graph. Organizing Data presented in a bar graph.
(Competency V.A.2.1)

Exercise Set A

Directions: Copy the information given below and make a bar graph.

1. Scores of Jackie in 3rd Grading Test

Subjects	Scores
English	90
Mathematics	90
Science	85
Filipino	80
Sibika at Kultura	80

2. Hope Elementary School Population

Kinder	250
Grade I	400
Grade II	350
Grade III	325
Grade IV	350
Grade V	300
Grade VI	300

Exercise Set B

Directions: Copy the information given below and make a bar graph.

1. Grades of Carmela for the Fourth Grading

Subjects	Scores
English	92
Mathematics	94
Science	88
Filipino	90
Sibika at Kultura	92

2. Joy Elementary School Population

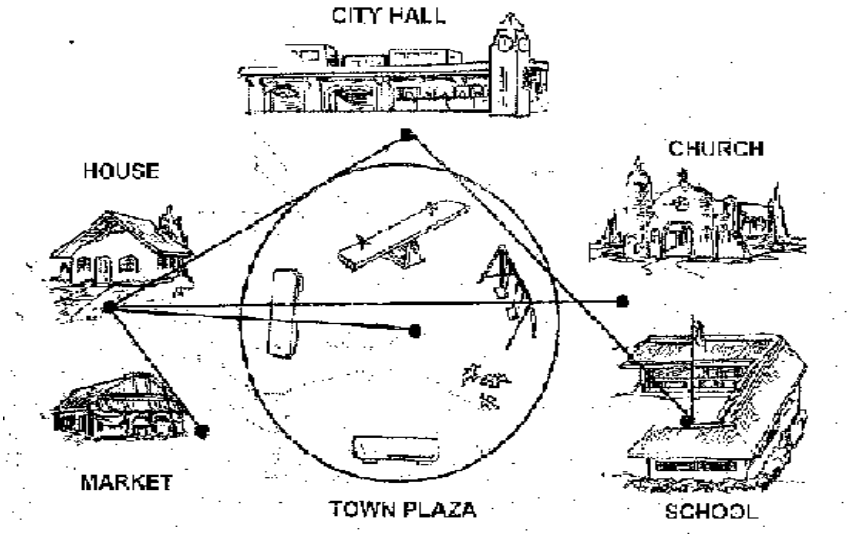
Kinder	300
Grade I	425
Grade II	400
Grade III	375
Grade IV	350
Grade V	350
Grade VI	300

Lesson 123: Reading a map drawn in scale. Measuring distances drawn in scale.
(Competency VI.A.1)

Exercise Set A

Directions: Study the scale drawing of a city below. Measure the distances between points to get the actual distances.

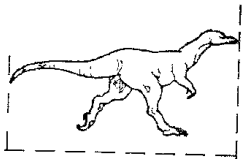
Use the scale 1 cm : 20 meters



1. How far is the market from the house? _____
2. Find the distance from the house to the church? _____
3. How far is the school from the City Hall? _____
4. If the children will go to school, passing by the City Hall, the distance they have to cover is _____.
5. If the children in the house will go to the playground of the Town Plaza, find the distance the children have to walk.

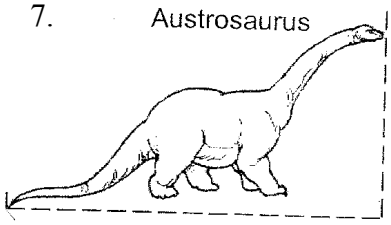
Directions: Measure the actual size/length of the following:

6. Anatosaurus



Scale 1 cm : 2.25 m ____

7. Austrosaurus



Scale 1 cm : 2.25 m ___

8.

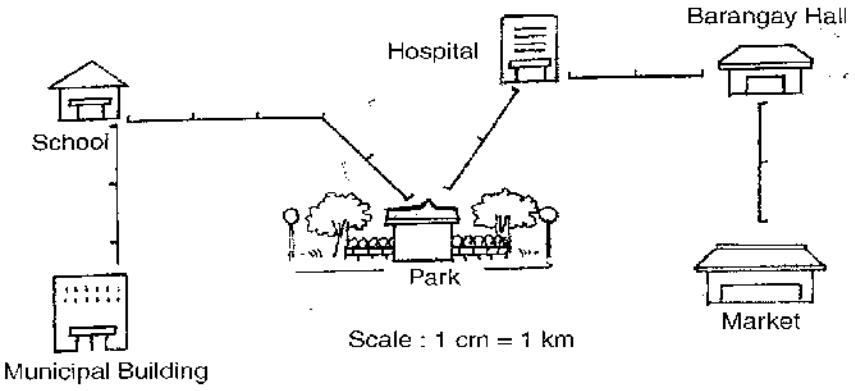
Scale 1 cm : 4 cm ____

Lesson 123: Reading a map drawn in scale. Measuring distances drawn in scale.
(Competency VI.A.1)

Exercise Set B

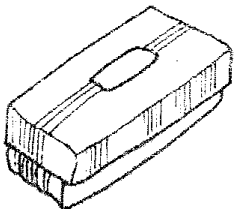
Directions: Study the scale drawing of a city below. Measure the distances between points to get the actual distances.

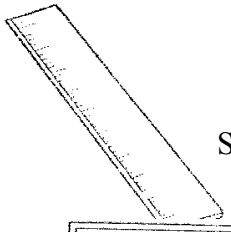
Use the scale 1 cm : 1 km

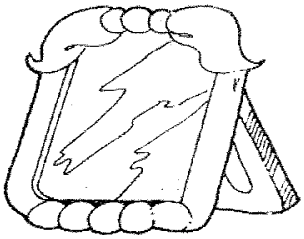


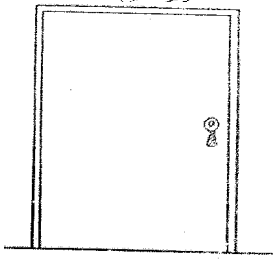
1. What is the scale used?
2. How many centimeters is the distance from the school to municipal building? What is the actual distance?
3. How many centimeters is the distance from the hospital to the barangay hall? What is the actual distance?
4. How many centimeters is the distance from the school to the park? What is the actual distance?
5. How many centimeters is the distance from the barangay hall to the market? What is the actual distance?

Directions: Measure the actual size/length of the objects.

6.  Scale: 1cm : 8 cm

7.  Scale: 1cm : 7 cm

8.  Scale: 1 cm:1 dm

9.  Scale: 1 cm : 30 cm

ANSWER KEY FOR GRADE 4 MATH

Lesson 1: Exercise A 1. M 2.B 3.T 4.B 5.M 6.6 – 10.

Billions	Millions	Thousands
456, 000, 126, 000	846, 296, 512	349, 926
2, 724, 029, 021	476, 296, 026	

Exercise B 1.B 2. M 3.B 4.T 5. M 6.6 – 10.

Billions	Millions	Thousands
634, 126, 000, 456	396, 976, 126	634, 029
9, 206, 000, 476		405, 696

Lesson 2: Exercise A 1. 6 2.1 3.4 5.4, 000 6.900 7.5,600,000 8.5 9.100 10.6 11.6, 763 **Exercise B 1.** 9 2.6 3.4 5.200, 000 6.80 7.50, 000 8.3 9.100 10.8 11.3, 638 **Lesson 3: Exercise A 1.** 300, 000 2. 225, 000, 000 3. 778, 000, 000 4. 2, 869, 000, 000 5. 116, 600 6. 6, 290 7. 2, 439 8. 60, 579 9. 7, 952 10.805, 363 **Exercise B 1.** 228, 000, 000 2. 139, 892 3. 1, 384, 000 4. 181, 000, 000 5. 94, 000, 000, 000 6. 2, 340 7. 1, 364 8. 702, 675 9. 30, 236 10. 4, 599 **Lesson 4: Exercise A 1.** C 2. A 3. G 4. F 5. D 6. nine hundred twenty-four thousand, ninety-six 7. forty-six million, six hundred seventy-nine thousand, three hundred twenty-one 8. three hundred twenty-five billion, six hundred thirty-nine million, twenty-nine thousand, seven hundred twenty-five 9. five hundred ninety-two billion, four hundred seventy thousand, five hundred 10. six million, eight hundred thousand, four hundred twenty **Exercise B 1.** E 2. G 3. A 4. B 5. D 6. six hundred ninety-three thousand sixty-three 7. fifty-nine million, four hundred sixty-three thousand, two hundred one 8. two hundred sixty-three billion, five hundred twenty-eight million, thirty-eight thousand, six hundred sixteen 9. six hundred ninety-two billion, three hundred eighty thousand, seven hundred 10. seven million, four hundred thousand, six hundred eighty

Lesson 5: Exercise A 1.< 2.= 3.< 4. 2 – 4 – 3 – 1 5. 3 – 4 – 2 – 1 6. 4 – 2 – 1 – 3 7. 4 – 2 – 1 – 3 8. possible answer: 9 10. possible answer: 0 **Exercise B 1**.< 2.< 3.< 4.= 5. 2 – 3 – 4 – 1 6. 1 – 4 – 2 – 3 7.3 – 2 – 4 – 1 8. 4 – 3 – 1 – 2 9.9 10.0 **Lesson 6: Exercise A** 1. 40 2. 60 3. 390 4. 600 5. 700 6. 2,500 7. B 8.c 9.b 10.c **Exercise B 1.**40 2.80 3.270 4.500 5.800 6.3,500 7.b 8.a 9.b 10. b

Lesson 7: Exercise A 1. 7,000 / 100 2. 50,000 / 9,000 3.600,000 / 40 4.640 / 90,000 5.28,000 / 5,000 6– 10. ELEPHANTS CAN HAVE FLEAS BUT FLEAS CANT HAVE ELEPHANTS **Exercise B** 1 .56,000 / 7,000 2. 800,000 / 3,740 3. 30,000 / 200,000 4. 2,000 / 30,000 5. 4,000 / 40,000 6 – 10. NICHOLAS CUGNOT BUILT A STEAM POWERED TRICYCLE **Lesson 8: Exercise A** 1. 3,000,000 2. 5,000,000 3. 22,000,000 4. 35,000,000 5. 644,000,000 6. 8 7. 7 8. 4 9.b 10. B **Exercise B** 1. 4,000,000 2. 8,000,000 3. 13,000,000 4. 69,000,000 5. 864,000,000 6. 9 7. 6 8. 4 9. C 10. A **Lesson 9: Exercise A** 1. 634,000 2. 86,000,000 3. 3,000,000,000 4. 900,000 5. 50,000,000,000 6. 4,296,179 7.1,000,000 8.975,030 9.980,000 10. 1,000,000 **Exercise B** 6,000,000,000 2. 74,000,000 3. 500,000 4. 90,000,000,000 5. 346,000
6. 1,503,104 7. 400,000 8.1,540,000 9. 1,500,000 10. 2,000,000 Lesson 10: Exercise A 1.f 2. A 3. D 4.e 5. C 6.DOVE 7.MADE 8.FIVE 9.CAVE 10.DIVE **Exercise B** 1. D 2. E 3. A 4. F 5.c 6. MICE 7.DIME 8.MIXER 9.LAME 10.EXACT

Lesson 11: Exercise A 1. 37,782 2. 238,860

3. 93,000,000 4. 1,384,000 5. 19,980,000

```
   345021        1027133
6.+653947  7. + 5700356      8. +
   998968        6727489

  30452
  13230
 342013
 385695
```

```
    30201452          440120
     5353103            4213
9. + 3122312   10. +    12231
        3021          430422
    38679888          886986
```

Exercise B 1. 33,265,757 **2.** 144,845
3. 54,478,754 4. 5,836,888 5.561,535,561

```
    234510        572280
6. +530319   7. + 23506 8. +
    764829        595786
 221042
  52830
 303111
 576983
```

```
    2410013          443212
    3023241          201302
9. + 534031  10. +    32423
       1104          13041
    5968389          689978
```

Lesson 12: Exercise A 1. Thomas Edison **2.** Wilhelm Roentgen **3.** Robert Watson-Watt **4.**pharaohs **5.** Pyramids **6.** 24,352,908 **7.** 462,607,935 **8.**269,480,564 **9.**

```
   423015
+  57998
   481013
```

```
   2703451
10.+398092
   3101543
```

Exercise B 1. 734,355 2. 7,936,709 3. 48,685,216 4. 6,808,791,381 5. 34,646,709,409 6. 361,140 7. 150,279,095 8.2,469,364

```
    2854          55652811
9. +3621     10. +38369089
    6475          94021900
```

Lesson 13: Exercise A 1.7 2. 15 3. 40 4. 36 5. 377 6. 11 + 9 + 8 + 2 = 30 7. 13 + 7 + 17 = 37 8.42 + 8 + 14 = 64 9. 75 + 25 + 10 = 110 10. 24 + 6 + 12 + 8 = 50 **Exercise B** 1. 6 2. 44 3. 27 4.18 5. 148 6. 21 + 9 + 4 + 6 = 40 7. 27 + 3 + 30 = 60 8.44 + 6 + 19 = 69 9.65 + 35 + 20 = 120 10. 11 + 9 + 15 + 5 + 3 = 43 **Lesson 14: Exercise A** 1. 12 ; 10, 15 ; 15 2. 19 ; 28, 39 ; 39 3. 8 18 23 ; 23 4. 15 22 24 5.10 ; 15 25 65 ; 65 6.12 110 ; 20 122 ; 122 7 – 8. (8 + 7) + 4 = 8 (7 + 4)

15 + 4 = 8 + 11
19 = 19

9 – 10. (11 + 10) + n = 30
21 + n = 30
n = 30 – 21
n = 9

Lesson 14: Exercise B 1. 7 15 19 ; 19 2. 12 29 ; 21 41 ; 41 3. 7 19 ; 12 35 ; 35 4. 8 ; 3 9 ; 4 17 ; 17 5. 90 88 ; 97 178 ; 178 6. 18 ; 38 45 ; 45

7 – 8. (6 + 5) + 2 = 6 + (5 + 2)
11 + 2 = 6 + 7
13 = 13

9 – 10. (15 + 14) + n = 50
29 + n = 50
n = 50 – 29
n = 21

Lesson 15: Exercise A 1. 483 2.0 3.0 4.x 5.√ 6.√ 7.x 8.29 9. IPA ; 0 10. IPA ; 5600 Exercise B 1. 0 2. 1020 3.941 4.x 5.√ 6.x 7.√ 8.49 9.IPA ; 0 10. IPA ; 92 **Lesson 16: Exercise A** 1.320,000 2.1,000,000 3.1,000,000 4.800,000 5.905,000 6.yes 7.11 pastes 8.P100.00 9.2 notebooks 10.P70.00 **Exercise B 1.** 530,000 **2.**800,000

3.500,000 **4.** 5,600,000 **5.** 706,000 **6.** 305,000 **7.**820,000 **8.**360,000 **9.** 65,000,000 10. 900,000 **Lesson 17: Exercise A** 1. 699 2. 737 3. 583 4.398 5. 366 6. 399 7.459 8. 396 9. 295 10. 34

Exercise B 1. 339 2. 775 3. 399 4.169 5.377 6.396 7. 299 8.459 9.395 10. 37 **Lesson 18: Exercise A** 1. 9,581 mangoes 2. a. 3,189 total population of Malaya Elementary School b. 1,139 pupils c. 1,058 pupils d. 992 pupils e. 1,634 pupils f. 1,555 pupils 2. 2,248 hotdogs 3. P5, 521.25 payment to the cashier 4. 27,945 pieces of garments **Exercise B** 1. 34, 471 pineapples 2. P1, 812.75 total purchases 3. 36,964 people 4. P820, 122.00 total deposit for 2 years 5.a. P150.00 b. P83.25 c. hamburger & juice d. P159.75 e. P74.00 f. no **Lesson 19: Exercise A 1.** a. The number of books distributed in all grade levels b. 3295 Math books, 2960 English books and 1586 Science books c. Addition d. 3295 + 2960 + 1586 = n e. 7841 books
a. Payment of Anne to the cashier. b. P12, 745.00 cost of refrigerator, P18, 680.00 cost of tv c. Addition d. P12, 745.00 + P18, 680.00 = n e. P31, 425.00 payment to the cashier

Exercise B 1. a. Number of eggs gathered by Nel in 2 weeks. b. 2419 eggs for the first week and 987 eggs on the second week c. Addition d. 2419 + 987 = n e. 3406 eggs **2.** a. Earnings of Jona and Julia altogether b. P187, 450.00 Jona's earnings and P175, 625.00 Julia's earnings c. Addition d. P187, 450.00 + P175, 625.00 = n e. P363, 075 total earnings of Jona and Julia **Lesson 20: Exercise A 1.** a. 277 b. 261 c. 252 d. 398 e. 392 f. 272 **2.** a. 223
b. 367 c. 163 d. 367 **Exercise B** 1. a. 275 b. 254 c. 247 d. 398 e. 378 f. 245

1. a. 95 b. 97 c. 51 d. 23

Lesson 21: Exercise A 1. S 2. T 3.u 4. D 5. Y 6.451,017 7. 467,115 8. 3,253,300 9.9 5 ; 2 4 10. 9 4 ; 4 5 ; 1 **Exercise B 1.** S 2. P 3. E 4. A 5. K 6. 244,071 7. 228,481 8. 4,011,222 9. 9 5 ; 3 1 ; 0 10. 7 1 ; 1 3 ; 0 **Lesson 22: Exercise A 1.** Leaves 2. Play 3. Things 4. Away 5. Nothing 6. Happy 7. 552,444 8. 757,042 9.873,241 10. 8,008,187 **Exercise B 1.** 21,172 2. 19,234 3. 268,746 4. 164,454 5. 531,633 6. 211,577 7. 62,733 8. 813,141 9. 852,222 10. 7,017,287 **Lesson 23: Exercise A 1.** 700,452 – 430,095 = n ; n = 270,357 2. 456,000 – 224,286 = n ; n = 231,714 3. 640,300 – 20,508 = n ; n = 619,792 4. 300,000 – 263,451 = n ; n = 36,549 5. 6,700,000 – 1,245,000 = n ; n = 5,455,000 6. 50,733 7. 279,964 8. 435,192 9. 23,103,140 10. 231,964,736

Exercise B 1. 600,345 – 320,084 = n ; n = 280,261 2. 678,000 – 446,175 = n ; n = 231,825 3. 500,000 – 349,629 = n ; n = 150,371 4. 567,000 – 113,175 = n ; n = 453,825 5. 7,800,00 – 2,356,000 = n ; n = 5,444,000 6. 1,574 7. 69,987 8. 534,191 9. 33,203,230 10. 230,953,629
Lesson 24: Exercise A 1. 50,000 2. 30,000 3. 200,000 4. 600,000 5. P400.00 6. t-shirt 7. Umbrella 8. P20.00 9. 1,000 males 10. 3,000 persons suffering from other illness **Exercise Set B 1.** 30,000 2. 10,000 3. 500,000 4. 400,000 5. P10.00 6. Pie 7. Bread 8. P10.00 9. 3,000 non-Catholics 10. 2,000 more orphans **Lesson 25:**

Exercise A 1.121 2. 245 3.161 4.255 5.321 6.206 7.222 8.121 9.111 10.212

Exercise B 1.123 2.145 3.324 4.185 5.355 6.231 7.222 8.232 9.212 10. 202

Lesson 26: Exercise A 1. P425.00 change 2. 508 goats 3.P2,735.00 paid in check 4.2,824 shirts were sold 5.P1,070.00 Mang John's savings 6. 11,191 males 7. 538 hamburgers 8. P3,080.00 more 9.7,173 non-English books 10. 23,902 female voters **Exercise B** 1. P510.00 change 2. 658 horses 3. P2,334.00 paid in check 4. 3,715 shirts sold 5. P500.00 Jeffrey's savings 6. 1,250 children 7. 866 spaghettis left 8. P4,340.00 more 9. 11,360 non-Science books 10. 10,811 male voters **Lesson 27: Exercise A** 1.a. The number of pupils added in Jade Elementary School. b. 2894 and 3476 pupils c. subtraction d. 3476 – 2894 = n
e. 582 pupils 2. a. change of Madel b. P624.75, P1000.00 c. subtraction d. P1000.00 – P624.75 = n e. P375.25 change **Exercise B** 1. a. The number of pupils added in Miel Elementary School

b. 3651, 3102 pupils c. subtraction d. 3651 – 3102 = n e. 549 pupils 2. a. change of Lena b. P1246.50, P1500.00

c. subtraction d. P1500.00 – P1246.50 = n e. P253.50 change **Lesson 28: Exercise A** 1. 23 mangoes 2. 12 cookies 3. 23 non-Math Club members

4.30 eggs 5. 11 ballpens 6.31 chicos 7.86 pupils joined the trip 8. 131 pupils failed 9. 35 seedlings more 10. P25.00 left to Neneng **Exercise B** 1.12 chocolates 2.31 cookies 3. 46 non-athletics members 4.23 shells 5.13 pencils 5.31 mangoes 6. 11 pupils did not join the camp 7. 511 pupils passed 8. 112 trees died 9.P100.00 left to Ray

Lesson 29: Exercise A 1.P1300 left to Tita Gema 2. 453 scout leaders 3.2011 umbrellas left 4. P2165 left to the laborer 5.P799.00 Sheree's change 6.P75.00 more Dianne need 7.P185.00 Jay keeps to himself 8. 6276 books on other subjects 9. P9817 monthly savings 10. 545 fruits left to Emman **Exercise B 1.**P800.00 left to Tito Rene 2. 676 scout leaders 3.1318 baskets left 4.P1325.00 left to the carpenter 5.P145.00 Ana's change 6.P55.00 more Amy need 7.P170.00 Nathan keeps for himself 8. 3519 books on other subjects 9.P8195 monthly savings 10. 882 fruits left to Niel

Lesson 30: Exercise A 1.a. money left to me b. P1000, P95.00, P200.00 and P120.00 c. How much purchases did I make? d. left e. addition and subtraction

f. P1000 – (P95 + P200 + P120) = n g. P585 left to me 2. a. How many cookies were baked for the day? b. 18000 – (9867 + 7029) = n c. 1104 more cookies

Exercise B 1. a. money left to Kevin
b. P75, P113, P500, P14 c. How much Kevin spent in all? d. left e. addition and subtraction f. P500 – (P75 + P113 + P14) = n g. P298.00 left to Kevin 2. a. How many seashells were collected for the day? b. (3456 + 2611) – 4678 = n c. 1389 seashells left **Lesson 31: Exercise A 1.**together 2.shared 3.product 4. Deposited 5.equally 6.grain 7.puzzled 8.embraced 9.temple 10. Presence **Exercise B** 1.2035620 2.3907798 3.10038140 4.15405336 5. 1928064
6.20573978 7-10. 1357 x 90 = 122130

Lesson 32: Exercise A 1. 61,050 2. 1,425,284 3.18,942,000 4.4,493,202 5.21,165,592 6.9,694,864 7.5,326,433 8.12,463,400 9.16,984,350 10. 3,854,942 11. 15,880,050 **Exercise B**1.14,012,944 2. 10,271,624 3.19,046,720 4.7,890,784 5.14,455,100 6.20,883,368 7.4,901,556 8.6,085,048

9.18,583,419 10.28,598,526 **Lesson 33: Exercise A** 1.920,040 2. 3,096,300 3.22,406,720 4.4,669,000 5.3,036,969 6. 4,303,004 7. 4,661,883 8.6,900,300

9.384,012 10.644,020 **Exercise B** 1.360,390 2.12,048,040 3.6,502,720 4.9,664,000 5.6,063,939 6.2,710,400

7.2,366,208 8.6,402,000 9.506,022

10.462,040 **Lesson 34: Exercise A** 1.1,081,242 2.3,870,540 3.106,426,944 4.279,021,600 5.14,586,210 6. 1,920,840 7.87,362,496 8.337,723,560

9.1,436,621,616 10. 332,810,725 **Exercise B** 1. 1,508,000 2. 2,460,360

3.61,934,638 4.163,689,804 5. 115,398,450 6. 1,865,150,088 7.1,360,800 8.1,610,280 9.426,012,000

10.910,350 **Lesson 35: Exercise A**

1.324,560 2.920,460 3.5,692,400 4. 634,023,000 5.6,936,600 6. 36,024 / 100 7.41,200 / 20 8.20,132 / 30 9.12,003 / 500 10. 423,024 / 10

Exercise B 1.4,254,600 **2.**460,920 3.496,520 4.346,203,000 5.3,666,900 6.20,364 / 10 7.21,020 / 30 8.20,123 / 20 9.234,204 / 100 10.10,354 / 500 **Lesson 36: Exercise A** 1.I 2.C 3.Z 4.A

5.I 6.6 / 42 7.1 8.0 9.8 / 3 / 24 10. 3 / 60 **Exercise B** 1. Z 2.A 3.C 4.I 5.C 6.1 7.0 8.6 / 24 9. 3 / 42 10. 512 **Lesson 37: Exercise A** 1.4, 35 2.4, 48 3.3, 33 4.5, 65 5.4, 63 6.= 7.= 8.= 9.= 10. ≠ **Exercise B** 1.8, 64 2. 2, 42 3.40 4.99

5.5, 120 6.≠ 7.= 8.≠ 9.= 10. =

Lesson 38: Exercise A 1.300,000 2.600,000 3.5,000,000 4.15,000,000

5.14,000,000 6.7,000,000 7.150,000,000 8.350,000,000

9.12,000 baskets 10. 600,000 seedlings

Exercise B 1.800,000 **2.**3,000,000 3.4,000,000 4.10,000,000 5.18,000,000

6.6,000,000 7.320,000,000 8.240,000,000

9.6,000 native bags

10.400,000 seedlings **Lesson 39: Exercise A** Across A 123 B 210

D 144 E 488 F 80 H 186. Down A 104

B 240 C 148 G 48 **Exercise B** 1.128

2. 129 3.255 4.128 5.729 6.420 7.128 children 8.126 pupils 9.B 10.A **Lesson 40: Exercise A** 1. B 2.a 3.f 4.c 5.d 6.81

7.128 8.16,807 9.5 10.10 **Exercise B**

1.b 2.e 3.a 4.d 5.f 6.64 7.729 8.1,296 9.3 10.5 **Lesson 41: Exercise A** 1.f 2.d

3.a 4.e 5.c 6.3 x 10^2 7.7.2 x 10^3 8.4 x 10^3 9. 2.9 x 10^4 10. 6 x 10^5 **Exercise B** 1.4 2.3 3.5 4.2.5 5.10 6.5 x 10^2 7.6.9 x 10^3 8.2 x 10^3 9.4.3 x 10^4 10. 7 x 10^5

Lesson 42: Exercise A 1.d **2.**e **3.**a **4.**f **5.**c **6.**300 **7.**2,400 **8.**425,000 **9.**62,000 **10.**700,000,000 **Exercise B 1.**b **2.**f **3.**a 4.d 5.e 6.900 7.350,000 8.5,260 9.710,000,000 10. 60,000 **Lesson 43: Exercise A** 1.1,150 toys 2.8,592 workbooks 3.112 players 4.P4,704 cost of books 5.P49,120 cost of storybooks 6.grade IV pupils 7.135 cookies 8.P48,375.00 cost of lanzones 9.1,617 people 10. 28,890 gallons **Exercise B**

1. 1,311 books 2.4,125 cans of orange juice 3.108 players 4.P3,915.00 cost of books 5.P40,135.00 cost of puzzle 6.506 Grade IV pupils 7.128 cookies

8.P48,125.00 cost of grapes 9.1,222 people 10.26,474 gallons **Lesson 44: Exercise A** 1.a. The number of mangoes left. b. 243 mangoes gathered eachday, 5 days, 1110 mangoes sold c. The number of mangoes gathered in 5 days. d. 243 mangoes each day for 5 days, mangoes left e. (243 x 5) – 1110 = n f. 1215 – 1110 = 105 mangoes left 2. a. The change of Rea. b. 3 blouses at P299.00 each, P1000 amount given to the cashier c. P1,000 – (P299 x 3) = n

d. P1,000 – P897 = P103.00 change of Rea **Exercise B** 1.a. The number of starapples left. b. 145 starapples each day for 3 days, 350 starapples sold c. The number of starapples gathered in 3 days d. 145 starapples each day for 3 days, starapples left e. (145 x 3) – 350 = n f. 435 – 350 = 85 starapples left 2.a. The change of Liezel. b. 2 pants at P350.00 each, 2 P500.00 amount given to the cashier 3. c. P1,000 – (P350 x 2) = n 4.d. P1000 – P700 = P300.00 change of Liezel **Lesson 45: Exercise A** 1. 20 crayons were left to Marc 2. P195.00 Manang Emma's change

4.3490 mps Angie has in all

4.P1,375.00 total sales of Celine last Sunday 3.P3,400.00 Denden spend in all 4.60 apples left 5.P500.00 Faye's change 6.28 eggplants left 7.19 heads of cabbage left 8.P4,250.00 in all

Exercise B 1.6 pencils left to Dean 2.P320.00 Josefa's change 3.3,000 stickers left to Hazel 4.P1,290.00 total sales of Mary 5.P1,100.00 JR spend in all 6.100 oranges left 7.P370.00 Cynthia's change 8.80 eggplants left

9.114 ads of cabbage Joaquin 10. Has P3,450.00 payment in all **Lesson 46: Exercise A** 1.181 2.806 3.2060 4.3054 5.4081 6.5102 7.1129 8.3095 9.2705 10.2131 **Exercise B** 1.715 2.34213 3.10503 4.4302 5.3077 6.10108 7.1129 8.3095 9.2705 10.2131 **Lesson 47: Exercise A** 1.485 2.2004 3.309 r 1 4.312 5.208 6.2,231 r 2 7.350 r 2 8. 12 9.275 10. 106 **Exercise B** 1.345 2. 2,028 3.2,108 r 4 4.205 5.3,167 6.154 r 2 7.134 8.30 r 3 9.207 10. 15 **Lesson 48:Exercise A** 1.3,743 2.3,457 3.1,426 4.2,751 r 3 5.5,687 6.425 r 2 7.952 8.30,411 r 4 9.1,345 r 1

10.235 4**Exercise B 1.**3,452 2.2,781 r 2 3.3,142 4.2,057 r 1 5.6,348 6.4,566 r 3 7.856 r 1 8.5,632 9.2,314 10. 245 r 4

Lesson 49: Exercise A 1.246 r 5 2.129 3.322 3 4.281 r 2 5.419 6.1,008 7.201 r 4 8.64 9.105 10. 60 r 5 **Exercise B** 1.361 r 26 2.2,531 3.346 r 2 4.426 5.312 6.2009 7.301 8.16 9.201 r 6 10.231 **Lesson 50: Exercise A** 1.125 2.16 3.9 4.40 5.6 6.80 7.10 8.50 9.200 10.28 **Exercise B** 1.150 2.100 3.8 4.25 5.5 6.10 7.200 8.20 9.10 10.40 **Lesson 51: Exercise A** 1.300 2. 800 3.450 4.300 5.1,500 6.800 7.1,250 8.1,200 9.875 10. 1,000 **Exercise B** 1.300 1.600 3.300 4.400 5.1,000 6.750 7.800 8.1,200 9.750 10.1,125 **Lesson 52: Exercise A** 1.22 2.22 3.110 4.12 5.6 6.312 7.106 8.11 9.12 upils in each group 10. 8 groups in all **Exercise B** 1.12 2.10 3.33 4.6 5.12 6.6 7.221 8.22 9.11 groups in all 10. 6 groups in all **Lesson 53: Exercise A** 1.They collected 1,152 stones during each visit. 2.The machine can make 1,242 parts per hour. 3.Nerissa's average monthly earnings is P12,455.00

4. Manang Remy sold 2,700 dozens of chicos. 5.Bing average monthly bill is P4,532.00. 6.2200 kaings of tomatoes can be bought. 7.64 groups were formed. 8.Each barangay will receive 42 mahogany seedlings. 9.Each vendor gets 192 kilograms of grapes. 10. Each worker receives a monthly pay of P7,500.00 **Exercise B** 1.They collected 521 seedlings during each visit. 2.The machine can make 1,016 parts per hour.

3.Mae's average monthly savings is P1,500.00. 4.Aling Terry sold 2,375 dozens of mangoes. 5.Jeff's average monthly bill is P3,455.00 6.1450 kaings of mangoes can be bought. 7.65 groups were formed. 8.Each barangay will receive 84 coconut seedlings. 9.Each vendor gets 324 kilograms of apples. 10.Each worker receives P1,750.00 weekly.

Lesson 54: Exercise A 1.a. The number of books in each box. b. 30,316 textbooks, 143 boxes c. division d. 30,136 ÷ 143 = n e. There are 212 books in each box. 2.a. The average weekly pay of each worker. b. P216,000.00 weekly payroll, 120 workers c. division d. P216,000.00 ÷ 120 = n e. The average weekly pay of each worker is P1,800.00 **Exercise B**

1.a. The number of workbooks in each box. b. 28,620 workbooks, 135 boxes

c. division d. 28,620 ÷ 135 = n e. There are 212 workbooks in each box. 2.a. The monthly payment for the television.

b. P20,700.00 cost of television, 12 equal monthly installment c. division

d. P20,700.00 ÷ 12 = n e. The monthly payment for the television is P1,725.00.

Lesson 55: Exercise A 1.Each one gets 20 fruits. 2. Each home gets 2,000 eggs. 3.Each one will get 210 square meters of land. 4.Each pen costs P1.25.

5.Each of them will contribute P715.00.

6.The storekeeper receives P7,056.00.

7.Each girl will have P50.00. 8.It will take 25 days fro Ray to buy the shoes.

9.The average share of each class is 245 kg. 10.Angel read 50 pages each day. **Exercise B** 1.Each one will get 5 fruits. 2.Each center gets 2,000 eggs.

3.Each one will get 95 square meters of land. 4.Each pen costs P1.20. 5.Each of them contributes P700.00. 6.Janet receives P6,975.00. 7.Each girl will still have P35.00. 8.It will take 30 days for Louis to buy the shoes. 9.The average share of each class is 134 kilograms. 10.Cindy reads 60 pages each day.

Lesson 56: Exercise A 1.a. How many mangoes did each one receive? b. 600

mangoes, 22 mangoes given to relatives, 20 to friends and 18 to neighbors c. division and addition d. Total number of mangoes given to relatives, friends and neighbors.
e. 600 ÷ (22 + 20 + 18) = n f. 600 ÷ 60 = 10. Each one receives 10 mangoes.
2.a. How much did each one get if they divided the remaining amount equally between them? b. subtraction and division c. (P5,486.00 – P1,200.00) = n
d. P4,286 ÷ 2 = P2,143.00. Each receives P2,143.00 **Exercise B** 1.a. The number of chicos each one receives. b. 300 chicos, 20 given to relatives, 10 to friends c. division and addition d. Total number of chicos given to raltives and friends. e. 300 ÷ (20 + 10) = n f. 300 ÷ 30 = 10 chicos each. 2.a. How much did each one get if they divided the remaining amount equally between them? b. division and subtraction c. (P4,890 – P890) ÷ 2 = n d. P4,000 ÷ 2 = P2,000.00 each **Lesson 57: Exercise A**
1.77 2. 94 3.52 4.146 5.71 6.243 7.360 8.429 9.a. 33 10.b. 34 **Exercise B** 1.22 2.55 3.90 4.275 5.97 6.170 7.640 8.687 9.a. 12 10.b. 13 **Lesson 58: Exercise A** 1.P 2.C 3.C 4.P 5.C 6.P 7.C 8.C 9.13 10.5 **Exercise B** 1.C 2.C 3.P 4.C 5.C 6.P 7.C 8.C 9.5 10.2 **Lesson 59: Exercise A** 1.4, 2x2, 216 = 2x2x2x2 2.6, 3 30 = 2x3x5 3.9, 3x3 36 = 2x2x3x3 4.9, 2, 3 72 = 2x2x2x3x3 5.10, 2, 2x5 100 = 2x2x5x5 6.2x7 7.3x3x3 8.3x3x5 9.2x3x3x5 10.2x2x2x7

Exercise B 1.3, 2, 312 = 2x2x3

2.2,5 20 = 2x2x5 3.6 x 7, 2
42 2x3x7 4.7, 3x3 63 = 3x3x7
5.10, 2x5 110 = 2x5x11 6.2x5 7.2x11
8.7x7 9.3x3x3x3 10. 5x7 **Lesson 60: Exercise A 1.**YES **2.**YES **3.**YES **4.**NO
5.NO 6.YES 7.NO 8.YES 9.YES 10. NO

Exercise B 1.NO 2.YES 3.YES 4.NO 5.YES 6.YES 7.NO 8.YES 9.NO 10.YES

Lesson 61: Exercise A 1.4 **2.**4 **3.**3 **4.**2 5.4 6.1 7.6 8.4 9.3 10.6 **Exercise B** 1.4 2.10 3.6 4.10 5.3 6.3 7.4 8.2 9.5 10.4 **Lesson 62: Exercise A** 1.24 2.18 3.100 4.120 5.16 6.20 7.X 8.√ 9.√ 10.√

Exercise B 1.12 **2.**30 **3.**30 **4.**84 **5.**24 **6.**18 **7.**√ **8.**√ **9.**X **10.**√

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