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DepED
DEPARTMENT OF EDUCATION

Lesson Exemplar for Mathematics

Quarter 4
Lesson
8

Lesson Exemplar for Mathematics Grade 4
Quarter 4: Lesson 8 (Week 8)
SY 2024-2025

Development Team

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MATHEMATICS / QUARTER 4 / GRADE 4

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners should have knowledge and understanding of decimal numbers and their relationship to fractions.
B. Performance Standards	By the end of the quarter, the learners are able to convert decimal numbers to fractions and fractions (with denominators 10 or 100) to decimals.
C. Learning Competencies and Objectives	The learners should be able to: • round decimal numbers to the nearest whole number and to the nearest tenth.
D. Content	Decimal Numbers • Round decimal numbers to the nearest whole number and to the nearest tenth.
E. Integration	Concepts on Uniqueness

II. LEARNING RESOURCES

Charles, A. (2023, January 4). 14 Delightful Decimal Activities. *Teaching Expertise.* https://www.teachingexpertise.com/classroom-ideas/decimal-activity/

Math Salmanders. (n.d.). Rounding decimals. https://www.math-salmanders.com/rounding-decimas.html

Third Space Learning. (2024). Rounding decimals. *Third Space Learning.* https://thirdspacelearning.com/us/math-resources/topic-guides/number-and-quantity/rounding-decimals/

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	**DAY 1** **1. Short Review** A. Compare each pair of decimals using symbols < , > , or = .	This section will serve as the application of learners' prior knowledge of comparing and ordering decimals. Encourage students to answer it orally and ask them to read the given decimals so that they may recall the proper way of reading decimals.

		Symbol	
1.	4.1		4.01
2.	3.05		3.5
3.	1.3		1.30
4.	0.28		0.32
5.	0.17		0.017
6.	0.31		0.310
7.	3.2		3.20
8.	5.04		5.42
9.	27.18		2.718
10.	0.38		0.380

Guide Questions:

1. How do you know which of the two decimal numbers is bigger or smaller?
2. What rule have you applied to identify which decimal is bigger or smaller?

This can be done using the ***Think-Pair-Share*** strategy where students can work and share ideas.

B. Arrange the decimals from smallest to largest.

1. 0.688 0.86 0.68 0.88 0.66

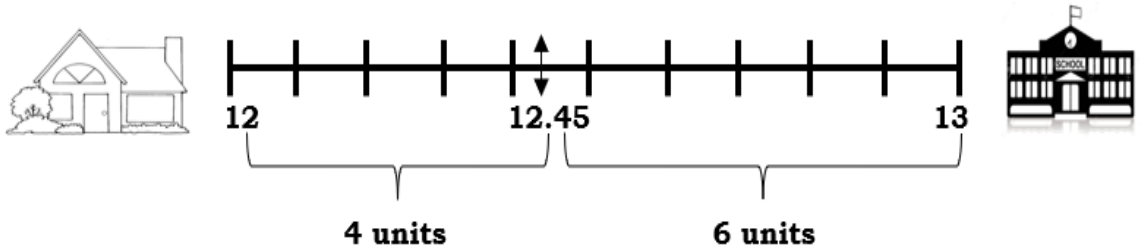
2. 3.22 2.33 1.232 1.323 3.232

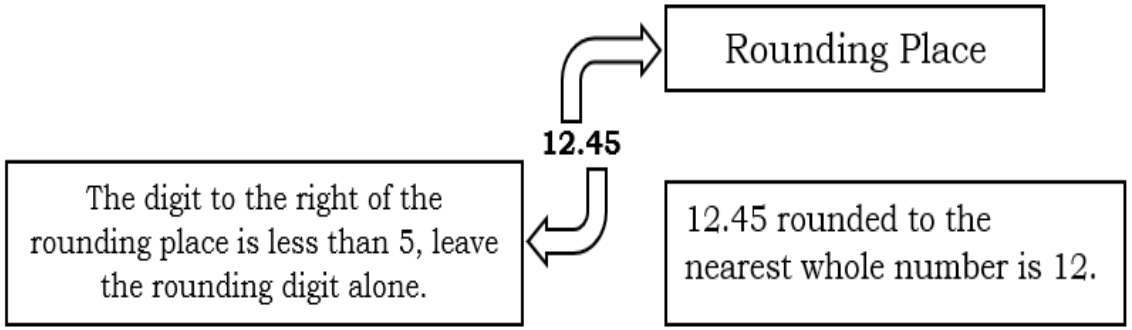
This section is a review before the discussion of the rounding of numbers to whole number and nearest tenth.

*Add more items if needed.
The teacher will let the students answer it orally and discuss it more for them to remember the rules in ordering and comparing decimals.

Guide Questions:

1. How do you arrange the decimal numbers given in ascending or descending order?

	2. Feedback (Optional) Integrate it to values on comparing. Ask the students if it is alright to be compared with others?	Let the students to express their thoughts regarding comparing them with others. Expound it using the concept of uniqueness.
B. Establishing Lesson Purpose	**1. Lesson Purpose** Check whether the learners fully understood the process they did to answer the activity on the Review part. Let the students answer the following questions. 1. Did the students answered the activity easily? 2. Did the students apply the rules in comparing and ordering decimals? 3. Can they state the rules in ordering and comparing decimals? Then ask the learners questions about the application of rounding decimals to the nearest whole number and decimal. 1. In what aspect of their daily life they can apply rounding of decimals? 2. How useful it is? **2. Unlocking Content Vocabulary** **Rounding decimals** – involves making a decimal simpler by shortening it to a given number of decimal places. Rounding decimals is a type of estimation used to make calculations easier.	In learning to round decimals, always start with number lines to get to the rule. Help learners recall the number line. The teacher should emphasize the rules in comparing and ordering decimals. Let the students share their thoughts and experience how they apply rounding of decimals in their daily life.
C. Developing and Deepening Understanding	**1. Explicitation** Suppose Alexa walked a distance of 12.45 meters from their home to her school. How far did Alexa walk if you rounded 12.45 to whole number?  Images source: house clipart black and white - Search Images (bing.com) School Silhouette Clip Art - Search Images (bing.com)	On this part the teacher will start the introduction of the lesson. The teacher will prepare pictures of number line, the house and the school. This may help learners visualize actual scenario in the problem

	Since 12.45 is 4 units nearer to 12 rather than 13, the distance Alexa walked from their house to the school is approximately 12 meters. When rounding off a decimal number to the nearest whole number, you are trying to find out which whole number the given number is closest to.  In order to round decimals to the nearest whole number: a. Find the rounding place. b. Look at the digit immediately to the right of the rounding place. c. When the digit is 5 or greater, add 1 to the rounding digit. When it is less than 5 leave the rounding digit alone. d. Drop all the digits to the right of the rounded digit. e. Write the rounded number. How to round a number to nearest tenth? To round a number to the nearest tenth: a. Look at the hundredths digit (the digit after the tenths digit). b. If it is less than 5 then round the number down by removing the decimal part of the number after the tenths. c. If it is greater than or equal to 5 round the number up by adding one on to the tenths digit and removing the rest of the decimal part of the number. d. Write the rounded number. When rounding a number to the nearest tenth, you are trying to find out which tenth of a number your number is closet to.	The teacher should emphasize the following notable mistakes in rounding off decimals. 1. Decreasing the value of the rounding digit when rounding down. For example: 3.624 to the nearest to the nearest tenth. The 2 tells us to round down, so the rounding number stays the same, it does not go down. 3.5 (Wrong) 3.6 (Correct) 2. Mistaken with the place value. The teacher should emphasize to the student the decimal value to avoid confusion when rounding numbers. 3. Incorrectly rounding 9 when 9 is in the rounding place. Give additional example having 9 in the rounding digit. Teacher should explain thoroughly the examples for the learners to fully understand the lesson. Clearly state some minor mistakes which are common to them.

DAY 2

2. Worked Example

Example 1. Round 1.61 to the nearest tenth.

1.61 — 6 is the rounding place.

1.6 — 1 is to the right of the rounding digit, it is less than 5. Leave the rounding digit the same.

Example 2. Round 78.67 to the nearest whole number.

78.67 — 8 is the rounding place.

79 — 6 is to the right of the rounding digit, it is greater than 5. Add 1 to the rounding digit.

Example 3. Round off the following to the nearest whole number and tenths.

	Nearest Whole Number	**Nearest Tenths**
1. 2.85	3	2.9
2. 26.17	26	26.2
3. 3.478	3	3.5
4. 3.67	4	3.7
5. 7.26	7	7.3
6. 37.22	37	37.2
7. 10.29	10	10.3
8. 56.43	56	56.4
9. 63.56	64	63.6
10. 90. 89	91	90.9

3. Lesson Activity

Activity 1: Match Me! (20 minutes)

See Worksheet Activity 1

Draw an arrow to match each number when it is round off to the nearest tenths.

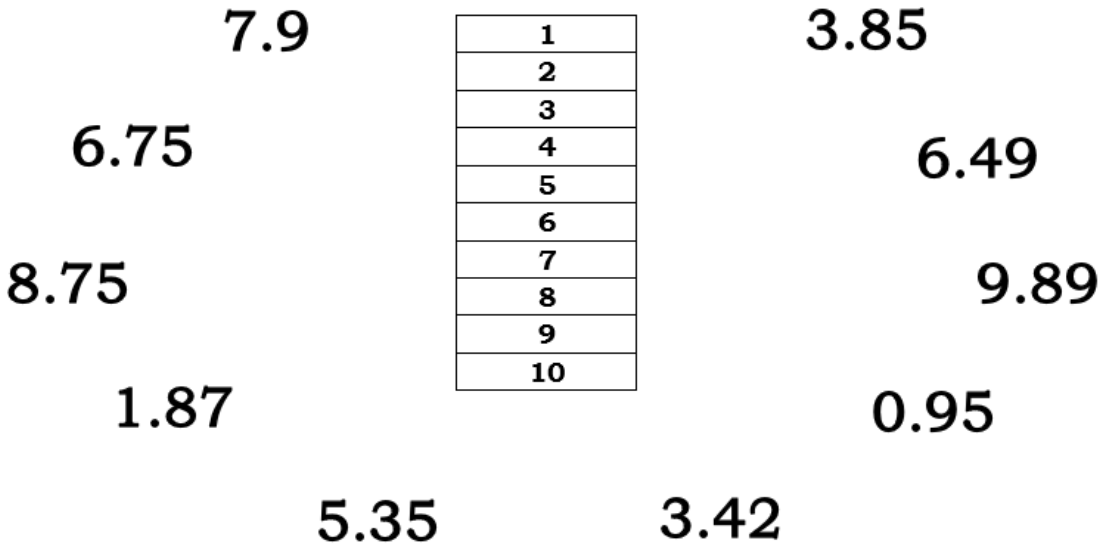
Add more examples if necessary. Before proceeding to the worked examples, let the learners recall the rules in rounding decimals.

For this activity, let the students answer the different activities and a follow up discussion should be done by the teachers for them to understand it more. Analyze and correct carefully the common errors committed by learners in answering.

The teacher can do this individually or by group. For the groupings let them discuss how they come up with the answer? What are the rules they applied?

In the first activity, the students may compare their answer with their partner and they will share ideas through Think-Pair-Share.

On this activity the students will fill up the missing decimals on the number line and after that they will round it off to nearest whole number.



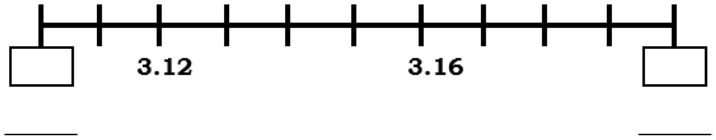
Activity 2: Complete me! (30 minutes)

A. Round the following to the nearest whole number.

1.	9.2		6.	8.2	
2.	0.8		7.	11.3	
3.	14.6		8.	25.07	
4.	36.45		9.	72.89	
5.	95.89		10.	0.726	

B. Complete the boxes below with tenths, and round if off to the nearest whole number.

1.



1. **3.10**

Round off: **3**

The teacher can give example before the students answer the activity.

Answers for Activity 1:

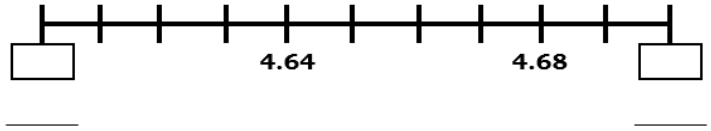
1. 7. 9 - 8
2. 6.75 – 6
3. 8.75 – 9
4. 1.87 – 2
5. 5.35 – 5
6. 3.85 – 4
7. 6.49 – 6
8. 9.89 – 10
9. 0.95 – 1
10. 3.42 - 3

In this activity, clues where given to identify the number in which the students will choose from the six-given number in the box. Remind the students that they choose only one answer that will satisfy all the given clues/hints.

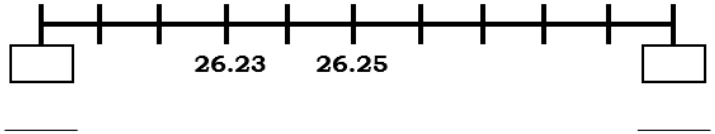
Answers for Activity 2A:

1. 9
2. 1
3. 15
4. 36
5. 96

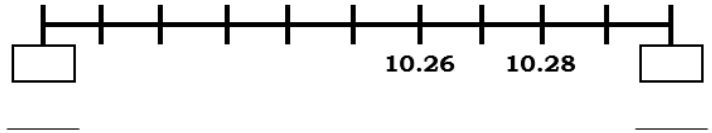
2.



3.



4.



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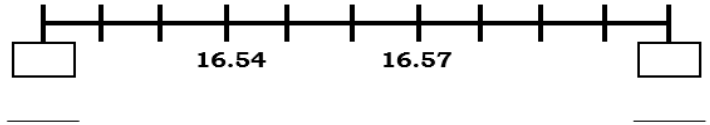
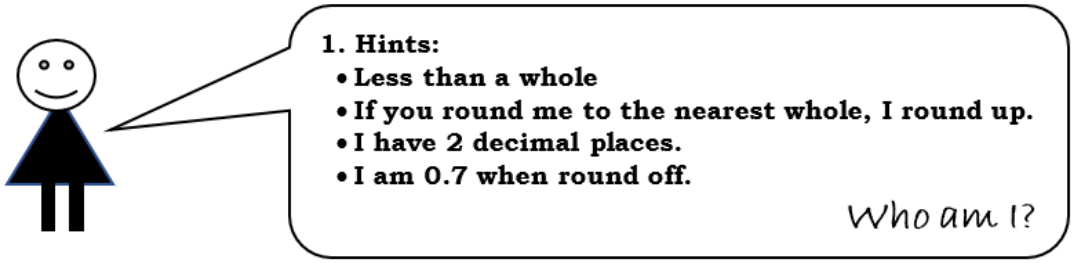


Activity 3: Who am I? (30 minutes)
Use the clues to find the correct answer from the six possibilities.



0.57	**0.49**	**0.72**
0.65	**0.54**	**1.02**

6. 8
7. 11
8. 25
9. 73
10. 1

Answers for Activity 2B:

1. 3.10; 3
2. 4.60; 5
3. 26.20; 26
4. 10.20; 10
5. 16.50; 17

Answers for Activity 3:

1. 0.65
2. 8.24
3. 15.32
4. 16.78

2. Hints:
- **I am larger than 8.**
- **To the nearest whole number, I stay the same.**
- **I have 2 decimal places.**
- **My ones and tenths digits are both even.**

Who am I?

8.37	**8.24**	**9.7**
9.68	**9.24**	**10.6**

3. Hints:
- **If you round me to the nearest whole number, I stay the same.**
- **If you round me to the nearest tenths, I stay the same.**
- **My ones and tenths digit are odd.**

Who am I?

14.53	**12.78**	**13.71**
11.36	**14.26**	**15.32**

4. Hints:
- **I am an even number between 10 and 20.**
- **I round up when you round me to the nearest whole number.**
- **When you round me to the nearest tenths, I round up.**

Who am I?

14.62	**12.32**	**16.78**
18.46	**18.62**	**20.10**

D. Making Generalizations	**DAY 4** **1. Learners' Takeaways** Ask the students to write what are they have learned about the lesson. Let them write it in their reflection notes and ask one to two students to share in the class. **2. Reflection on Learning** Let the student prepare their reflection journal. Let them reflect on their experience doing the rounding off decimals to the nearest whole number and tenths. Where they can apply the knowledge they have about rounding off? Is this helpful in their daily lives?	The teacher will facilitate the sharing of the students in the class and give additional information or clarification on what is been said by the students.

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		**NOTES TO TEACHERS**
A. Evaluating Learning	**1. Formative Assessment** A. Encircle the letter of the best answer. 1. What is 5.35 rounded to the nearest tenths? A. 5 B. 5.3 C. 5.4 D. 6 2. What is 59.54 rounded to the nearest whole number? A. 59 B. 59.5 C. 59.6 D. 60 3. What number when rounded to the nearest whole number become 83? 82.4 B. 82.54 C. 83.55 D. 83.54 A. 4. What is 5.84 rounded to the nearest tenths? A. 5.8 B. 5.9 C. 5 D. 6 5. What number when rounded to the nearest tenths will become 45.8? A. 45.64 B. 45.73 C. 45.81 D. 45.85 6. Shane walked 2.53 meters in going to the church. If you rounded to the nearest whole number, how far did Shane walk? A. 2 B. 3 C. 4 D. 5	

7. Alexa worked for 8.75 hours a day. What is 8.75 to the nearest whole number?
   A. 8 B. 8.7 C. 8.8 D. 9

8. What number when rounded to the nearest whole number become 75?
   A. 74.40 B. 74. 54 C. 73.25 D. 73.45

9. What is 68.28 rounded to the nearest tenths?
   A. 68.1 B. 68.2 C. 68.3 D. 68

10. What is 248.44 rounded to the nearest whole number?
   A. 248 B. 249 C. 244 D. 258

B. Complete the table by rounding the numbers to the nearest whole number and tenths.

	Nearest Whole Number	**Nearest Tenths**
1. 0. 84		
2. 8.75		
3. 15.08		
4. 14.89		
5. 78.6		
6. 72.45		
7. 88.95		
8. 119. 56		
9. 235.64		
10. 324.44		

2. Homework (Optional)

Read and analyze the given problem. Write your answer on a separate sheet of paper. Show your complete solution.

1. What number is between 9 and 10 that when round off to the nearest tenths stay the same.The ones digit and tenths digit is both odd number.
2. What is the largest decimal number with two decimal places which becomes 8 when rounded to the nearest whole number?

<table>
<tr><td rowspan="5">B. Teacher's Remarks</td><td>Note observations on any of the following areas:</td><td>Effective Practices</td><td>Problems Encountered</td><td rowspan="5">The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement, and other related stuff.

Teachers may also suggest ways to improve the different activities explored/lesson exemplar.</td></tr>
<tr><td>strategies explored</td><td></td><td></td></tr>
<tr><td>materials used</td><td></td><td></td></tr>
<tr><td>learner engagement/ interaction</td><td></td><td></td></tr>
<tr><td>others</td><td></td><td></td></tr>
<tr><td>C. Teacher's Reflection</td><td colspan="2">Reflection guide or prompt can be on:
• <u>principles behind the teaching</u>
What principles and beliefs informed my lesson?
Why did I teach the lesson the way I did?

• <u>students</u>
What roles did my students play in my lesson?
What did my students learn? How did they learn?

• <u>ways forward</u>
What could I have done differently?
What can I explore in the next lesson?</td><td></td><td>Teacher's reflection in every lesson conducted/facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.</td></tr>
</table>