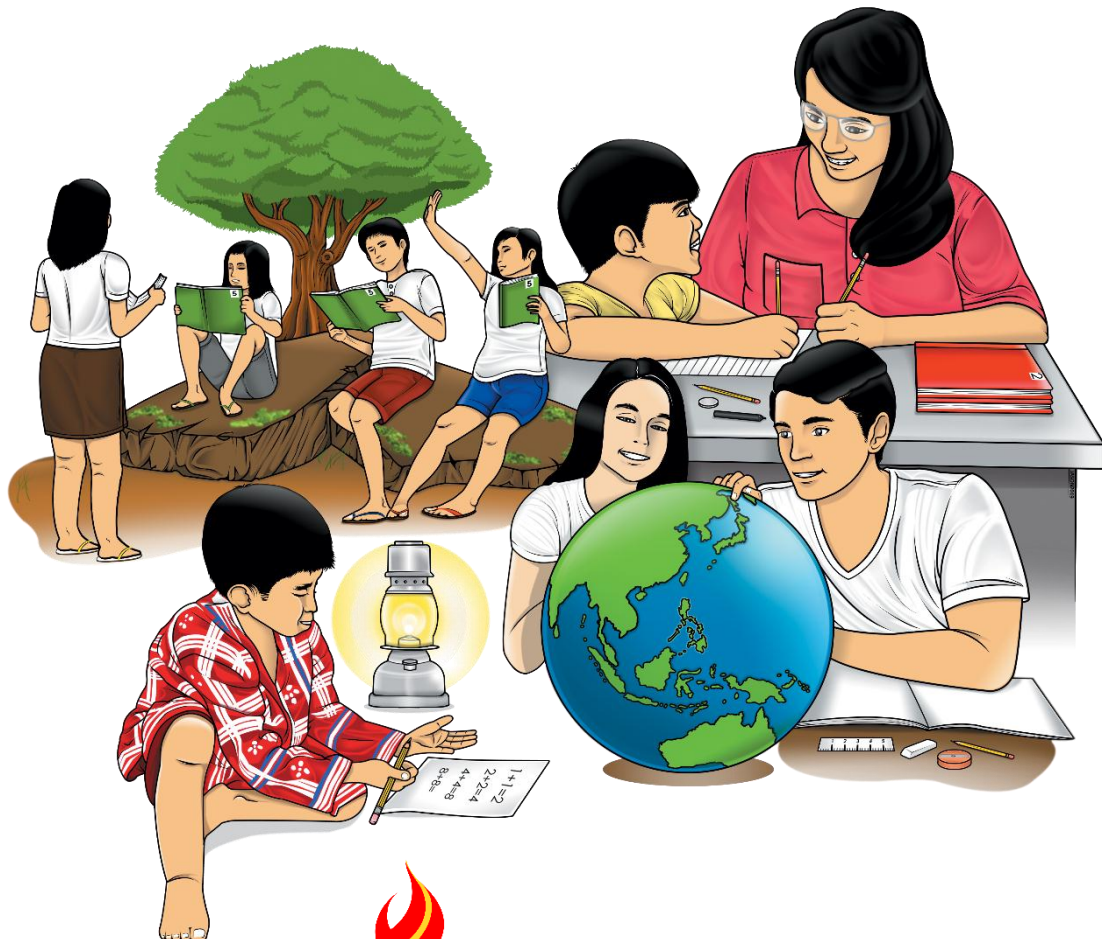


# Mathematics

## Quarter 1 – Module 5(a): Comparing Numbers up to 10 000 Using Relation Symbols



**Mathematics – Grade 3**

**Alternative Delivery Mode**

**Quarter 1 – Module 5 (a): Comparing Numbers up to 10 000 Using Relation Symbols**

**First Edition, 2020**

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# Mathematics

Quarter 1 – Module 5(a):  
Comparing Numbers up to 10 000 Using  
Relation Symbols

# Introductory Message

For the facilitator:

Welcome to the Grade 3 Mathematics Alternative Delivery Mode (ADM) Module on **Comparing Numbers up to 10 000 Using Relation Symbols!**

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Grade 3 Mathematics Alternative Delivery Mode (ADM) Module on **Comparing Numbers up to 10 000 Using Relation Symbols!**

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



***What I Need to Know***

This will give you an idea of the skills or competencies you are expected to learn in the module.



***What I Know***

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



***What's In***

This is a brief drill or review to help you link the current lesson with the previous one.



***What's New***

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



### *What is It*

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



### *What's More*

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



### *What I Have Learned*

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



### *What I Can Do*

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



### *Assessment*

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



### *Additional Activities*

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.



### *Answer Key*

This contains answers to all activities in the module.

At the end of this module you will also find:

### ***References***

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it.



## *What I Need to Know*

In this lesson, the mastery of reading and writing numbers and the use of number line is very important. The concept of more than and less than also plays a vital role in accomplishing activities in this lesson. Always remember that in comparing numbers you need to use the concept of more and less than as well as equal to. In this lesson you will be learning how to compare numbers up to 10 000 using relation symbols such as greater than, less than and equal to.

After going through this module, you are expected to:

1. Compare numbers up to 10 000 using relation symbols (M3NS- Ib-12.3).

Enjoy your journey. Good luck!



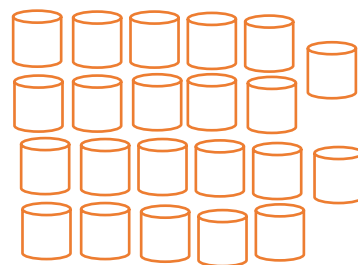
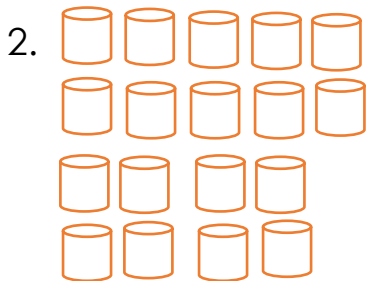
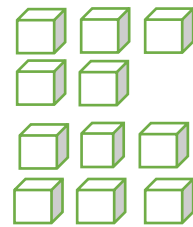
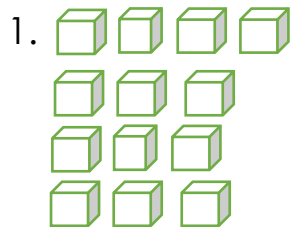


## What I Know

Study the objects below. If the objects in Column A have greater count than the objects in Column B, write the word **more than** in the box. Otherwise, write **less than**.

Column A

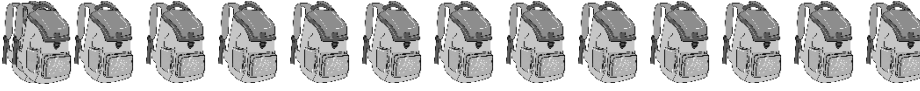
Column B





## Lesson

## Compares Numbers up to 10 000 Using Relation Symbols

Look at the pictures below and count each set of objects.  
Can you tell which has the most number? the least?

Bag - 

Pen - 

Box - 



### *What's In*

#### Activity 1

Write the missing number in each sequence by filling the blank.  
Write your answers on a separate sheet of paper.




1. 896, \_\_\_\_\_, 898, \_\_\_\_\_, 900, \_\_\_\_\_, 902, \_\_\_\_\_, 904
2. 1 001, \_\_\_\_\_, 1 003, \_\_\_\_\_, 1 005, \_\_\_\_\_, 1 007, \_\_\_\_\_
3. 5 133, \_\_\_\_\_, 5 135, \_\_\_\_\_, 5 137, \_\_\_\_\_, 5 139, \_\_\_\_\_



## *What's New*

Esther is fond of collecting different plant leaves. One day she went to a garden and collected 3 different plant leaves. She counted all the leaves she collected and tallied it on a chart. What leaves have the most number? The least?

Let us compare the numbers using their place value.

Leaves	Numbers	Place Value			
		Thousands	Hundreds	Tens	Ones
A 	2 165	2	1	6	5
B 	6 103	6	1	0	3
C 	6 100	6	1	0	0

Look at the chart.




Can you now tell which leaf has the most? \_\_\_\_\_

What about the least? \_\_\_\_\_



## *What is It*

Let us take a look at the chart of Esther.

Leaves	Numbers	Place Value			
		Thousands	Hundreds	Tens	Ones
A 	2 165	2	1	6	5
B 	6 103	6	1	0	3
C 	6 100	6	1	0	0

To compare large numbers, just follow these simple steps:

1. Write the given numbers in vertical formation aligning the digits according to their place value as shown in the table.
2. Then, compare the numbers starting with the greatest place value from left to right; start from thousands, hundreds, tens, then ones. If the numbers on that specific place value are the same or equal, proceed to the next place value till you find difference of the value of numbers in that specific place value.

Leaf B and C both have the highest digit in thousands place. Going to the right, still both their digits are equal in hundreds and even in the tens place. Notice that as we proceed to the ones place, the digit 3 is greater than 0.

Then we can say that 6 103 is the greatest number among the given. Therefore, leaf B has the most number and leaf A is the least.

In comparing numbers, we use the symbols  $>$  for “greater than”,  $<$  for “less than” and  $=$  for “equal”.

**Example 1:** 6 100 is greater than 2 165.

In symbol, it is written as:  $6\ 100 > 2\ 165$ .

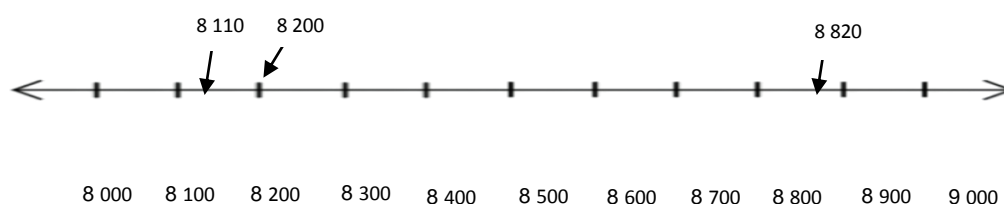
**Example 2:** 503 is less than 2 165.

In symbol, it is written as:  $503 < 2\ 165$

**Example 3:** 503 is equal to 503.

In symbol, it is written as:  $503 = 503$

Another way of comparing numbers is by using a number line. Let us try to plot 8 110, 8 200 and 8 820.



The numbers on the given segment of the number lines are 8 110, 8 200 and 8 820. The leftmost number is 8 110 which is less than 8 200. The rightmost number is 8 820 which is greater than 8 200. Take note that the number going to the rightmost direction has a greater value than the number to the leftmost direction in the number line.

Study and compare the numbers below:

**6 728**

**8 125**

**3 545**

**3 422**

6 thousand  $<$  8 thousand

3 thousand = 3 thousand

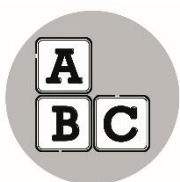
So,  $6\ 728 < 8\ 125$

5 hundred  $>$  4 hundred

$8\ 125 > 6\ 728$

So,  $3\ 545 > 3\ 422$

$3\ 422 < 3\ 545$



## *What's More*

### Activity 3

Compare the numbers by writing greater than, less than and equal to.

1. 5 688 \_\_\_\_\_ 5 672
2. 9 189 \_\_\_\_\_ 9 235
3. 10 000 \_\_\_\_\_ 9 998
4. 4 577 \_\_\_\_\_  $4\,000 + 600 + 20 + 1$
5. 9 120 \_\_\_\_\_  $900 + 100 + 20 + 0$
6. 6 256 \_\_\_\_\_  $6\,000 + 200 + 50 + 6$

### Activity 4

Compare the numbers using  $>$ ,  $<$  and  $=$ .

1. 8 905 \_\_\_\_\_ 8 890
2. 7 567 \_\_\_\_\_ 5 298
3. 8 190 \_\_\_\_\_  $8\,000 + 100 + 90 + 2$
4. 7 689 \_\_\_\_\_  $7\,000 + 600 + 80 + 9$
5.  $8\,000 + 600 + 10$  \_\_\_\_\_ 8 610
6. 3 487 \_\_\_\_\_ 3 456
7. 8 278 \_\_\_\_\_  $8\,000 + 200 + 90 + 8$
8.  $5\,000 + 100 + 20 + 5$  \_\_\_\_\_ 5 167



## *What I Have Learned*

1. There are two ways in comparing numbers, we can use the place value of the number to identify which has a higher value. We can also compare value of numbers through number line.
2. In comparing numbers, we use the word or the relation symbols such as  $>$  for “greater than”,  $<$  for “less than” and  $=$  for equal to.



## *What I Can Do*

### Activity 5

Read and answer the problem below. Compare the number using  $<$ ,  $>$  and  $=$ .

1. There are 3 567 schoolchildren at Maasin Elementary School while Antonio Elementary School has 300 more than the population of Maasin. What is the total population of Antonio Elementary School? \_\_\_\_\_  
➤ 3 567 \_\_\_\_\_ 3 867
2. Jose collected 1 625 stamps on April and 1 256 stamps on May. In what month did Jose collect more stamps?  
\_\_\_\_\_  
➤ 1 625 \_\_\_\_\_ 1 256
3. Arnie and Susan went to the shore to pick pebbles. Arnie picked  $3\,000 + 100 + 60 + 7$  pebbles while Susan had 3 167. Who has more pebbles? \_\_\_\_\_  
➤  $3\,000 + 100 + 60 + 7$  \_\_\_\_\_ 3 167
4. Mercy counted 4 057 marbles while Andres has 3 126 marbles. Who has more marbles? \_\_\_\_\_  
➤ 4 057 \_\_\_\_\_ 3 126
5. Hospital A collected 7 103 face shields for its medical workers while Hospital B has 8 043. Which hospital has lesser face shields? \_\_\_\_\_  
➤ 7 103 \_\_\_\_\_ 8 043





## *Assessment*

Complete the number sentence by writing  $<$ ,  $>$  and  $=$ .

1. 5 903 \_\_\_\_\_  $5\,000 + 900 + 10 + 3$
2.  $8\,000 + 100 + 70 + 9$  \_\_\_\_\_ 8 179
3. 9 045 \_\_\_\_\_  $9\,000 + 000 + 40 + 5$
4. 7 237 \_\_\_\_\_ 7148
5. 8 975 \_\_\_\_\_  $8\,000 + 900 + 80 + 5$



## *Additional Activities*

### Activity 6

Box the number that has a greater thousands place value.

- |          |       |
|----------|-------|
| 1. 9 768 | 8 236 |
| 2. 5 800 | 6 219 |
| 3. 7 246 | 1 577 |
| 4. 9 120 | 9 025 |
| 5. 6 789 | 9 107 |



## Answer Key

<p><b>What I Can Do</b></p> <ol style="list-style-type: none"><li>1. 3 867, &lt;</li><li>2. April, &gt;</li><li>3. equal, =</li><li>4. Mercy, &gt;</li><li>5. Hospital A, &lt;</li></ol>	<p><b>Assessment</b></p> <ol style="list-style-type: none"><li>1. &lt;</li><li>2. =</li><li>3. =</li><li>4. &gt;</li><li>5. &lt;</li></ol>	<p><b>Additional Activity</b></p> <ol style="list-style-type: none"><li>1. 9 768</li><li>2. 6 219</li><li>3. 7 246</li><li>4. 9 120</li><li>5. 9 107</li></ol>
<p><b>What I Know</b></p> <ol style="list-style-type: none"><li>1. more than</li><li>2. less than</li><li>3. less than</li></ol>	<p><b>What's In</b></p> <ol style="list-style-type: none"><li>1. 897, 899, 901, 903</li><li>2. 1 002, 1004, 1 006, 1008</li><li>3. 5 134, 5 136, 5 138, 5 140</li></ol>	<p><b>What's More</b></p> <p>Activity 3</p> <ol style="list-style-type: none"><li>1. greater than</li><li>2. less than</li><li>3. greater than</li><li>4. less than</li><li>5. equal to</li><li>6. equal to</li></ol> <p>Activity 4</p> <ol style="list-style-type: none"><li>1. &gt;</li><li>2. &gt;</li><li>3. &lt;</li><li>4. =</li><li>5. =</li><li>6. &gt;</li><li>7. &lt;</li><li>8. &lt;</li></ol>

## *References*

Mathematics 3 Teacher's Guide, *Chingcuangco, et al.*, Department of Education, 2015, pp 21-24.

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