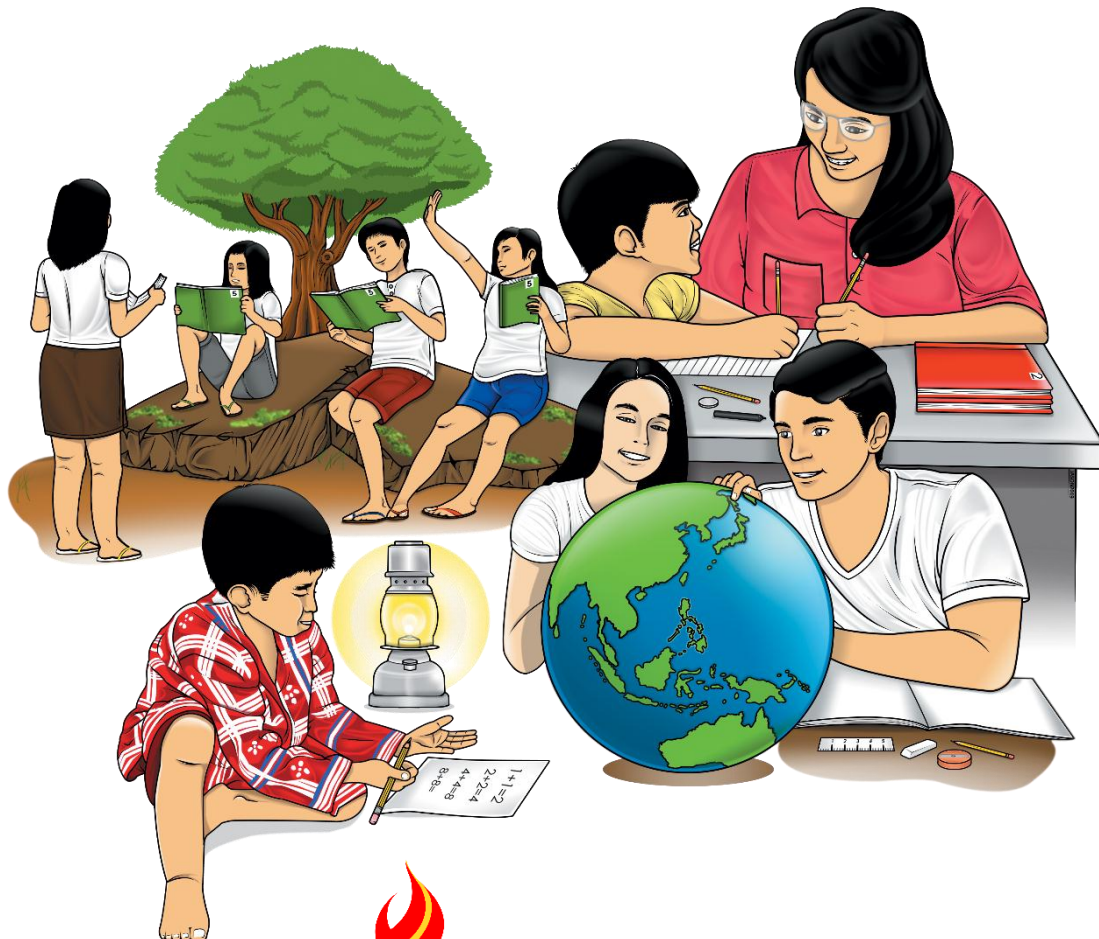


Mathematics

Quarter 1 – Module 3:

Reading and Writing Numbers



Mathematics – Grade 3
Alternative Delivery Mode
Quarter 1 – Module 3: Reading and Writing Numbers
First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Author: Dante T. Nucos

Editors: Arnel S. Zaragosa, Jeremias C. Ceniza, Gina F. Silvestre, Ph.D., Elma C. Prudente, Annie Fel Lingatong, Edgardo Dondon S. Lorenzo, Ailyn V. Ponce

Reviewers: Helen C. Ugay, Evelyn P. Lucas, Bryan Ephraem E. Miguel

Illustrators: Dennis Macaubos, Alfie Valenteros, Christian Loyd Alfuelto, Pit Ybanez

Layout Artist:

Management Team: Evelyn R. Fetalvero

Alona C. Uy

Janette G. Veloso

Maria Gina F. Flores

Analiza C. Almazan

Arnel S. Zaragosa

Ma. Cielo D. Estrada

Jeremias C. Ceniza

Renato N. Packpakin

Illuminado T. Boiser

Printed in the Philippines by _____

Department of Education – Region XI

Office Address: F. Torres St., Davao City

Telefax: (082) 291-1665; (082) 221-6147

E-mail Address: region11@deped.gov.ph * lrms.regionxi@deped.gov.ph

Mathematics

Quarter 1 – Module 3:
Reading and Writing Numbers

Introductory Message

For the facilitator:

Welcome to the Grade 3 Mathematics Alternative Delivery Mode (ADM) Module on **Reading and Writing Numbers**!

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.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

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 **Reading and Writing Numbers**!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. It was made easy for you 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

This module is designed and written with you in mind. This is to help you understand how to read and write numbers. The scope of this module permits it to be used in many different learning situations. The language used recognizes your diverse vocabulary backgrounds. The lessons are arranged to follow the standard sequence of the course but the order in which you read them can be changed to correspond with the Mathematics Grade 3 learning materials you are using.

After going through this module, you are expected to:

1. Read and write numbers from 1 up to 10 000 in symbols and in words (**M3NS-Ia-9.3**).

Enjoy your journey. Good luck!



Notes to the Teacher

To the facilitator of this learning module, kindly encourage the learners and parents to impose extra care of this module for prolong use of them and for the use of the succeeding learners. Kindly instruct the learners to write their answers on a separate sheet because some contents of this module have pre-test, review, assessment, post-test, and additional activity that need to be answered by the learners. If the learners need additional examples, please give them examples similar to the activity found in the module. After the learners answered this module, invite them to have self-checked using the answer keys found at the last page of this module.



What I Know

Choose the letter of the correct answer. Write your answer on a separate sheet of paper.

1. Write **5 234** in words.
 - a. Five thousand, two hundred twenty-four
 - b. Five thousand, two hundred thirty-four
 - c. Five thousand, three hundred thirty-four
 - d. Five thousand, three hundred twenty four
2. Write **six thousand, nine hundred eighty-four** in symbols.
 - a. 6 984
 - b. 6 948
 - c. 6 894
 - d. 6 498

3. Write **eight thousand, seventy** in symbols.

Answer:_____

4. Write **9 001** in words.

Answer:_____

5. Study the data below and answer the question that follows:

Foods	Quantity
Sandwiches	3 413
Biscuits	5 869
Cupcakes	1 724
Star breads	6 012

Which food has the greater number? Write its number in words.

Answer:_____

Lesson

Reads and writes numbers up to 10 000 in symbols and in words.

This lesson is not new to you because you learned reading and writing numbers when you were in Grade 2, but it was up to 1 000 only. In this lesson, you will know how to read and write numbers up to 10 000 using appropriate strategies.



What's In

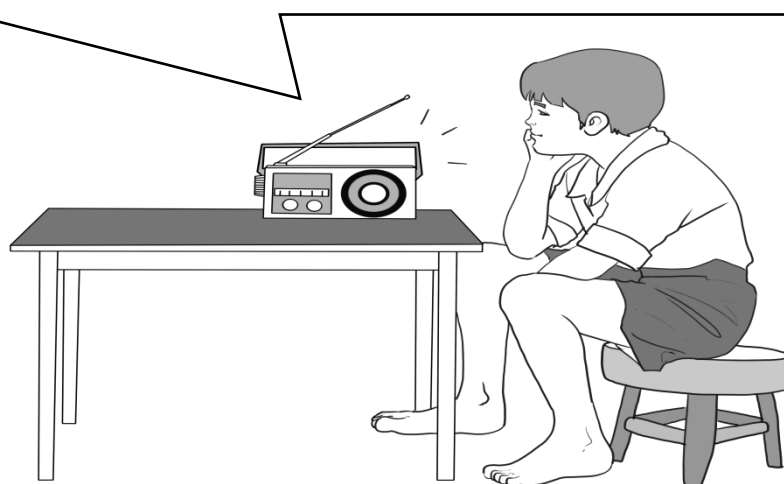
Choose the letter of the correct answer. Write the chosen letter on a separate sheet of paper.

1. What is 6 780 written in expanded form?
a) $6 + 7 + 8 + 0$
b) $6\ 000 + 700 + 8 + 0$
c) $6\ 000 + 700 + 80 + 0$
d) $600 + 600 + 80 + 0$
2. What is the place value of 7 in the number 5 745?
a) Ones
b) Tens
c) Hundreds
d) Thousands
3. What is the value of 4 in the number 4 562?
a) 4
b) 40
c) 40
d) 4,000
4. What is 1 731 in words?
a) one hundred, seven thousand, thirty-one
b) one thousand, seven thousand thirty-one
c) one hundred thirty-one
d) one thousand, seven hundred thirty-one
5. Write **two thousand, forty-six** in symbol.
a) 246
b) 2 460
c) 2 046
d) 2 406



What's New

The Philippines, particularly in Regions I, III, IV, NCR and CAR was hit by the Typhoon Tisoy. A total of 60 evacuation centers are currently hosting **one thousand, one hundred six** families with **five thousand, four hundred seventy-nine** persons. Twenty-three people are reported dead with 12 injured and three are missing.



Ricky was listening to a radio. He heard something about the Typhoon Tisoy. Then Ricky wrote down on the paper the number of families and number of people being affected by the typhoon:

- ▶ Number of families = 1 106
- ▶ Number of people = 5 479

Questions:

1. Did Ricky correctly record the number of affected families?
2. How did you know that it is correct or not?



What is It

To read and write numbers,

First, you should know how to identify **Place Value** and **Value** of the digits of the 3- to 4-digit numbers.

Second, you should know how to write number in **expanded form**.

These are the necessary knowledge in order to read and write numbers in symbols and in words.

Study the **place value** chart. Let us write the given number of affected families.

Numbers	Place Value			
	Thousands	Hundreds	Tens	Ones
1 106	1	1	0	6
5 479	5	4	7	9

Each digit has a **value** which can be solved by multiplying the digit by its **place value** as shown below.

<u>Digit</u>		<u>Place Value</u>		<u>Value</u>
5	x	1 000	=	5 000
4	x	100	=	400
7	x	10	=	70
9	x	1	=	9

We can now write the given number in expanded form by adding the **value** of each digit.

5 479 in expanded form is 5 000 + 400 + 70 + 9

Another Example: Write the expanded form of 1 106.

Look at the chart above to determine the place value of its digit. Using the place value of each digit, we can express the given number into its expanded form.

$$1\ 106 = \underline{1 \times (1000)} + \underline{1 \times (100)} + \underline{0 \times (10)} + \underline{6 \times (1)}$$

Answer: $1\ 106 = 1\ 000 + 100 + 0 + 6$

Now that you know how to write numbers in expanded form, you can now **write the number in words** by following the steps:

- Step 1.** Identify the place value of the digits of the given number.
Step 2. Write its expanded form by adding the value of each digit.
Step 3. Write the number in words equivalent to the values in expanded form.
Step 4. Write the final answer.

Example: Write 5 649 in words.

Step 1.

Place value: 5(thousands), 6(hundreds), 4(tens), 9(ones)

Step 2.

Expanded form: 5 000 + 600 + 40 + 9

Step 3.

Number words: Five thousand, six hundred forty – nine

Step 4. Final answer:

Five thousand, six hundred forty-nine.

Note that there is an exemption in writing the equivalent number in words from the expanded form containing zero in any of the place values. This will happen if the expanded form in each place has the following:

Case 1:

If there is only zero in any of the place values, leave it blank. Instead, write only the number in words of the values containing non-zero.

Example: write 3 010 in words.

Step 1. Place value:

3(thousands), 0(hundreds) 1(tens) 0(ones)

Step 2. Expanded form: $\begin{array}{ccccccc} \underline{3\ 000} & + & \underline{0} & + & \underline{10} & + & \underline{0} \\ & & \downarrow & & \downarrow & & \downarrow \end{array}$

Step 3. Number words: Three thousand, ten

Step 4. Final answer: Three thousand, ten.

Case 2:

If it has the **value** of 10 in the tens place and **non-zero** in the ones place. In this case, add the tens and ones, then write the number in words equivalent to that number in symbols.

Example: write 7 016 in words.

Step 1: Place value:

7(thousands), 0(hundreds) 1(tens) 6(ones)

Step 2: Expanded form: $\begin{array}{ccccccc} \underline{7,000} & + & \underline{0} & + & \underline{10} & + & \underline{6} \\ & & & & & & \downarrow \\ \underline{7,000} & + & \underline{0} & + & \underline{16} & & \\ & & \downarrow & & \downarrow & & \end{array}$

Step 3: Number in words: Seven thousand, sixteen

Step 4: Final answer: Seven thousand, sixteen.

In writing the number in symbols equivalent to the number in words, you should take the reverse process of the above examples as shown in the following steps:

Step 1. Determine the **place value** in the number in words.

Step 2. Write the **expanded form**.

It is based on the values found in the number in words.

Step 3. Identify the **first digit** (from the left) in each value.
Then write the final answer.

Example: Write **two thousand, four hundred ninety-one** in symbols.

Step 1: Place value. two thousand, four hundred ninety-one
2(thousands), 4(hundreds) 9(tens) 1(ones)

Step 2: Expanded form. $\underline{2\,000} + \underline{400} + \underline{90} + \underline{1}$

Step 3: First digit of each value. $\underline{2, 4\, 9\, 1}$

The diagram shows four arrows pointing from the expanded form to the digits of the final number. The first arrow points from the '2' in '2,000' to the '2' in '2,491'. The second arrow points from the '4' in '400' to the '4' in '2,491'. The third arrow points from the '9' in '90' to the '9' in '2,491'. The fourth arrow points from the '1' in '1' to the '1' in '2,491'.

Final answer

:

2 491

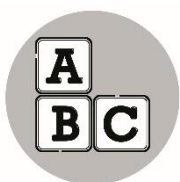
In some cases, if one of its place values is missing, put a zero to complete the expanded form.

Example: Write **nine thousand, four hundred one** in symbols.

Step 1: Place value. 9(thousands), 4(hundreds) 0(tens) 1(ones)

Step 2: Expanded form. $\underline{9\,000} + \underline{400} + \underline{0} + \underline{1}$

Step 3: First digits. **9 401**



What's More

Activity 1

Match each number in words with the equivalent number in symbols. Write only the letter of the correct answer on a separate sheet.

- | | |
|---------------------------------------------|----------|
| 1. eight thousand, forty-four | a. 4 119 |
| 2. seven thousand, three hundred sixty-nine | b. 5 555 |
| 3. five thousand, five hundred fifty-five | c. 1 980 |
| 4. two thousand, ten | d. 6 432 |
| 5. one thousand, nine hundred eighty | e. 8 044 |
| 6. six thousand, four hundred thirty-two | f. 9 017 |
| 7. three thousand, six hundred | g. 8 902 |
| 8. nine thousand, seventeen | h. 2 010 |
| 9. four thousand, one hundred nineteen | i. 7 369 |
| 10. eight thousand, nine hundred two | j. 3 600 |



What I Have Learned

In reading and writing number in words up to 10, 000 simply follow the following steps:

Step 1. Identify the place value of the digits of the given number.

Step 2. Write its expanded form by adding the value of each digit.

Step 3. Write the number in words equivalent to the values in expanded form.

Step 4. Write the final answer.

In reading and writing number in symbols, you should take the reverse process of the above steps or simply follow the following steps:

Step 1. Determine the **place value** in the number in words.

Step 2. Write the **expanded form**.

It is based on the values found in the number in words.

Step 3. Identify the **first digit** (from the left) in each value.
Then Write the final answer.



What I Can Do

Write each number in symbols to its equivalent number in words.

1) 7 273 _____

2) 4 981 _____

3) 9 606 _____

Write each number in words to its equivalent number in symbols.

4) five thousand, two hundred eighty-five

Answer:_____

5) eight thousand, two hundred fifty-nine

Answer:_____



Assessment

Multiple Choice. Choose the letter of the correct answer. Write the chosen letter on a separate sheet of paper.

1. What is **7 405** written in words?
 - a. Seven thousand, four hundred zero five
 - b. Seven thousand, four hundred five
 - c. Seven thousand, forty five
 - d. Seven thousand, four zero five

2. What is **eight thousand, five hundred thirty-nine** in symbols?
 - a. 8 359
 - b. 8 395
 - c. 8 539
 - d. 8 593

3. The height of Mt. Apo is **2 954** meters above sea level. Write this number in words.

Answer: _____

4. The Philippine archipelago consists of **seven thousand, one hundred seven** islands. Write this number in symbol.

Answer: _____

5. Study the table below.

Months	Number of Sandwiches Sold in Months
June	2 423
July	2 345
September	2 834

Which month has the lesser number of sold sandwiches?
Write it in number in words.

Answer: _____



Additional Activities

A. Read the following problems and write your answer on a separate sheet of paper.

1. Robert has collection of **5 125** stamps. His friend, John, has **9 456** stamps. How many stamps were collected by John? Write it in number in words.

Answer: _____

2. Typhoon Pablo hit Davao Oriental last December 4, 2012. It was reported that there were 1 067 died and 834 were missing people all over the Philippines. How many people actually died excluding the missing people? Write it in number in words.

Answer: _____

3. Two friends are talking to each other. Maria said, "I have **six thousand, ninety-four** friends in my Facebook account." Then, Maya said, "Yes I have many friends, too. I have **four thousand, eight hundred seven** friends in my Skype account." Determine which number of friends is lesser. Write that number in symbols below.

Answer: _____



Answer Key

<p>What I Can Do</p> <ol style="list-style-type: none">1. Seven thousand, two hundred seventy-three2. Four thousand, nine hundred eighty-one3. Nine thousand, six hundred six4. 5, 2855. 8, 259	<p>What I Know</p> <ol style="list-style-type: none">1. B2. A3. 8,0704. Nine thousand, one5. Six thousand, twelve
<p>Assessment</p> <ol style="list-style-type: none">1. B2. C3. Two thousand, nine hundred fifty-four4. 7,1075. Two thousand, three hundred forty-five.	<p>What's In</p> <ol style="list-style-type: none">1. C2. C3. D4. D5. C
<p>Additional Activity</p> <ol style="list-style-type: none">1. Nine thousand, four hundred fifty-six2. One thousand, sixty-seven3. 4,807	<p>What's More</p> <ol style="list-style-type: none">1. E2. I3. B4. H5. C6. D7. J8. F9. A10. G

References

Department of Education. Curriculum Guide: M3NS-Ia-9.3, pp. 68.

Department of Education. Mathematics 3: Teacher's Guide. pp. 14-16.

Department of Education. Mathematics 3: Learner's Guide: pp. 15-17

Wikipedia."Mount Apo." Last modified February 2020.
https://en.wikipedia.org/wiki/Mount_Apo

Wikipedia. "Known as "Pablo". Last modified February 2020.
https://en.m.wikipedia.org/wiki/Typhoon_Bopha

Reliefweb. "typhoon" Tisoy". Last modified February 2020.
<https://reliefweb.int/disaster/fl-2016-000084-phl>

World Atlas. "7,107 islands". Last modified February 2020.
<https://www.worldatlas.com/articles/how-many-islands-are-there-in-the-philippines.html>

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrpdpd@deped.gov.ph