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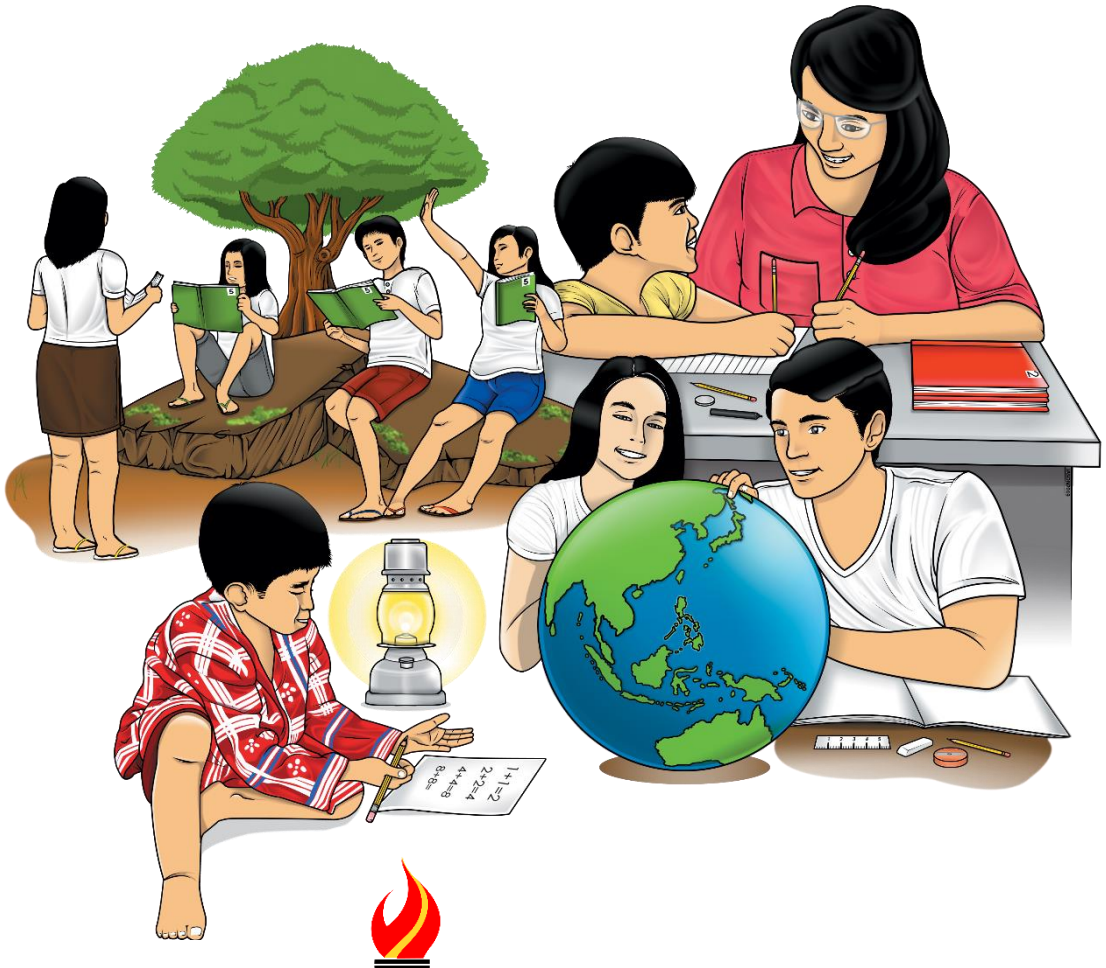
Mathematics

Quarter 2 – Module 4(d):
Multiplying 1- to 2-Digit Number by 1 000



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Quarter 2 – Module 4d: Multiplying 1- to 2-Digit Number by 1 000
First Edition, 2020

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Mathematics

Quarter 2 – Module 4(d): Multiplying 1- to 2-Digit Number by 1 000

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Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.

What I Need to Know

This module was designed and written with you in mind. It is here to help you master on multiplying 1- to 2-digit numbers by 1000. 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 Grade 3 Mathematics learning materials you are using.

After going through this module, you are expected to:

- Multiplies 1- to 2- digit numbers by 1000.

Enjoy your journey. Good luck!

What I Know

Direction: A. Find the product. Circle the letter of the correct answer.

1. 3 x 1000
   a. 300 b. 3000 c. 30 000 d. 300 000

2. 6 x 1000
   a. 600 b. 6000 c. 60 000 d. 600 000

3. 46 x 1000
   a. 4600 b. 46000 c. 460 d. 460 000

4. 28 x 1000
   a. 2800 b. 280 c. 280 000 d. 28 000

5. 78 x 1000
   a. 780 b. 7800 c. 78 000 d. 780 000

Direction: B. Solve the following problems:

1. Manong Ben of Purok Mangga, Dawan, Mati City gathered 2 baskets of calamansi. Each basket has 1000 calamansi. How many calamansi did he gather?

2. Uncle Felix, a farmer prepares 12 vegetable garden plots in our school. How many vegetable seedlings will be needed if each plot could plant 1000 seedlings?

Lesson 1	**Multiplies 1 – to 2 – digit numbers by 1000.**

Problem 1:

To invite customers, Dawan Sari-Sari Store gives 1 000 shopping points for every purchase of 1 pair of shoes. How many points will you get if you buy 14 pairs?

What's In

Activity 2

Recall multiplying 2 – to 3 – digit by 10 or 100 and solve the following.

a. 10 x 34 = _____

b. 100 x 567 = _____

c. 10 x 56 = _____

d. 100 x 239 = _____

e. 10 x 76 = _____

What's New

To solve *Problem 1,* answer the following questions.

1. How many points are given by Dawan Sari- Sari store for every purchase of one pair of shoes? _____

2. How many points will you get if you buy 14 pairs? _____
   The mathematical sentence formed is 1000 x 14 = n.
   To find the answer, we count by 1000s applying two methods the long method and the short method.

A. *Long Method*

Step 1. 1000 multiply 1000 by 4

$$\begin{array}{r} \times\ 14 \\ \hline 4000 \end{array}$$

Step 2. 1000 multiply 1000 by 10

$$\begin{array}{r} \times\ 14 \\ \hline 4000 \\ 10000 \end{array}$$

Step 3. add the partial product to get final product

$$\begin{array}{r} \times\ 14 \\ \hline 4\,000 \\ +\ 10\,000 \\ \hline 14\,000 \end{array}$$

The invited customer got **14 000** points

B. *Short Method*

Using the number sentence: 1 000 x 14 = n

Step 1. Count how many zeros are there in 1 000? **3**

Step 2. Find the number to be multiplied to 1 000. **14**

Step 3. Add the number of zeros to the number to be multiplied to 1000. **14 000**

Answer: The invited customers get **14 000** points.

What is It

Direction: Study the card then answer the questions below.

Activity card #1

6 x 10 = 60
9 x 10 = 90
12 x 10 = 120
23 x 10 = 230

Questions:

1. How many zeros are there in each factor? _____
2. How about the zeros in the product? _____
3. Do they have the same number of zeros? _____

Notice that when multiplying 1 to 2-digit number by 10, just add zero to the number.

Activity card # 2

7 x 100 = 700
8 x 100 = 800
32 x 100 = 3 200
45 x 100 = 4 500

Questions:

1. How many zeros are there in each factor? _____
2. How about the zeros in each product? _____
3. Are the number of zeros in the factors the same with the number of zeros in the product? _____

Notice that when multiplying 1 to 2-digit number by 100, just add 2 zeros to the number.

Activity card # 3

4	x 1000 =	4000
5	x 1000 =	5000
33	x 1000 =	33000
68	x 1000 =	68000

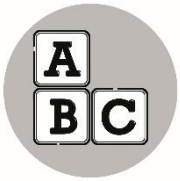
Questions:

1. How many zeros are there in each factor? _____

2. How about the zeros in each product? _____

3. Are the number of zeros in the factors the same with the number of zeros in the product? _____

Notice that when multiplying 1- to 2-digit number by 1000, just add 3 zeros to the number.



What's More

Activity 2

Direction: Solve the following exercises.

1. 1000	2. 1000	3. 1000	4. 1000	5. 19
x 2	x 8	x 20	x 32	x 1000

Activity 3

Direction: Solve each problem:

1. There are 1000 handbags. If each bag contains 25 peanuts, how many peanuts will there be in all?
2. Jack delivered 35 kilograms of fish to each of his customers. If he has 1000 customers, how many kilograms of fish does he deliver in all?

What I Have Learned

How do we multiply 1– to 2 – digit numbers by 1000?

To multiply 1– to 2 – digit numbers by 1000, simply add three zeros in the given 1– or 2 – digit number.

What I Can Do

Activity 4

Direction: A. Encircle the letter of the correct answer.

1. 19 multiplied by 1000 gives the product of _____

a. 190 b. 1900 c. 19 000 d. 190 000

2. 25 times 1000 equals _____

a. 250 b. 25 c. 2500 d. 25 000

3. 24 times 1000 = _____

a. 24 000 b. 24 c. 240 d. 2400

Direction: B. Solve the following word problem and write the answer on the space provided.

1. Mary ordered 1000 boxes of Zest-O. Each box has 10 Zest-O. How many Zest-O did she order? _____

2. If there are 24 bottles in a case of coke, how many bottles will there be in 1000 cases? _____

Assessment

Direction: A. Find the product. Write the answer on the blank.

1. 4 x 1000 = _____
2. 3 x 1000 = _____
3. 5 x 1000 = _____
4. 7 x 1000 = _____
5. 2 x 1000 = _____
6. 6 x 1000 = _____
7. 8 x 1000 = _____
8. 12 x1000 = _____
9. 39 x1000 = _____
10. 46 x1000 = _____

Direction: B. Solve the problem and put your answer on the space provided before the number.

_____1. There are 35 pupils in a class. Each pupil collected 1000 bottles of mineral water for their project. How many bottles did they collect in all?

_____2. Mrs. Lagrama received 6 trays of eggs per box. How many tray of eggs did she received if a company Van delivers 1,000 trays?

Additional Activities

Question: Where does a Genie came from?

Direction: A. To know the answer, solve the following and write the exact letter of the correct answer on the blank in order to form the answer.

1. 1000 x 8	2. 1000 x 17	3. 1000 x 5	4. 1000 x 43	5. 1000 x 55
6. 1000 x 7	7. 1000 x 17	8. 1000 x 8	9. 1000 x 12	

A- 17 000	C- 55 000	G- 5000
I- 43 000	P- 12 000	L- 7000
	M- 8000	

He came out of the M _____ ____ ____ ____ ____ A ____ ____!

Direction: B. Solve each problem and write your answer on the space provided before the number.

_____1. Aling Cora sells big watermelons in the market every summer. If she can sell 23 watermelons in a day, how many watermelons can she sell in 1000 days?

_____2. Mang Mario can harvest 52 sacks of corn from his farm a day, how many sacks of corn can he harvest in 1000 days?

Answer Key

What I Know

A.

1. B
2. B
3. B
4. D
5. C

B.

1. 2000
2. 15000

What's In

a. 340
b. 56 700
c. 560
d. 23 900
e. 760

What's More

Activity 2

1. 2000
2. 8000
3. 20000
4. 32000
5. 19000

Activity 3

1. 25000
2. 35000

What I Can Do

Activity 4

A.

1. C
2. D
3. A

B.

1. 10000
2. 24000

Assessment

A.

1. 4000	6. 6000
2. 3000	7. 8000
3. 5000	8. 12000
4. 7000	9. 39000
5. 2000	10. 46000

B.

1. 35000
2. 85000

Additional Activity

A.

MAGIC LAMPI

B.

1. 23000
2. 52000

References

Lesson Guide in Elementary Mathematics Grade 3, pp. 202-203
Mathematics Teacher's Guide in Grade 3, pp. 155-158
Mathematics Kagamitan ng Mag-aaral Sinugbuanong Binisaya, pp. 140-142

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