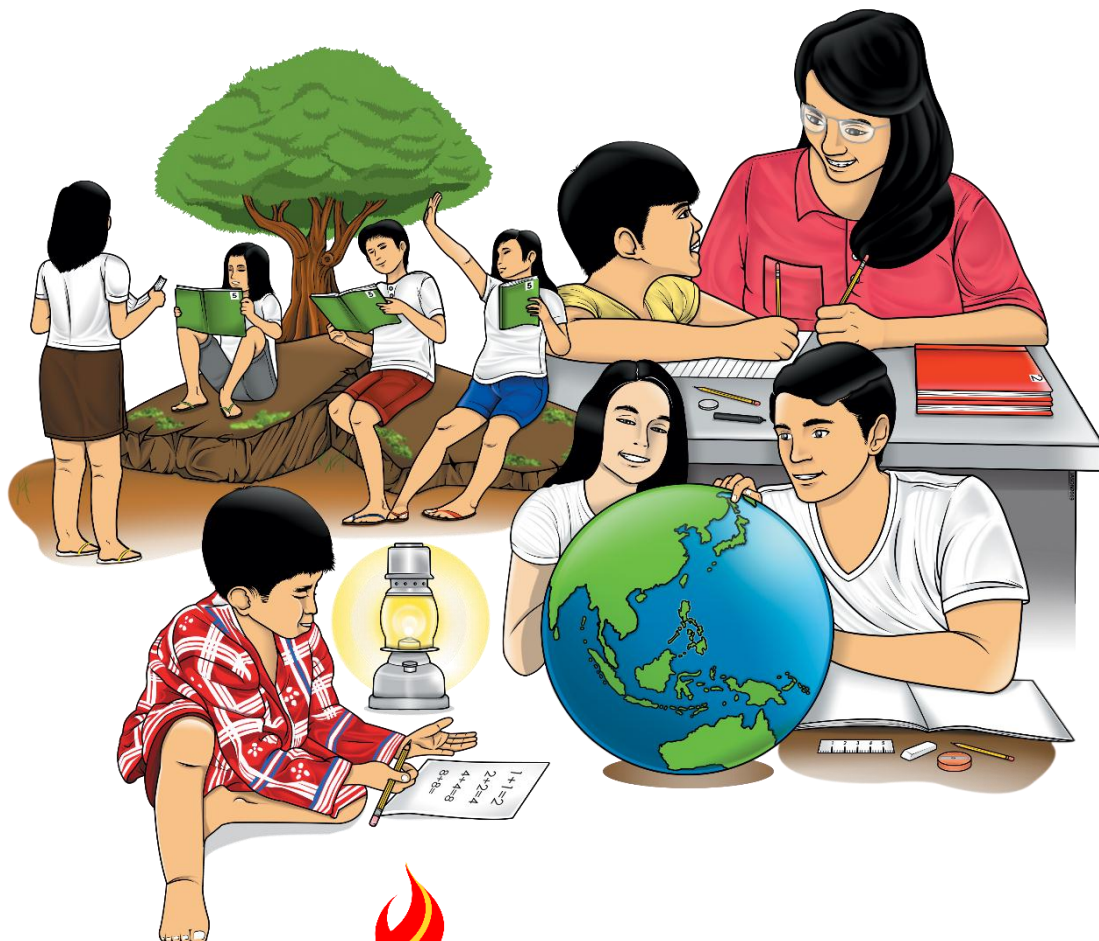


# Mathematics

## Quarter 1 – Module 2: Giving the Place Value and Value of a Digit



**Mathematics – Grade 3**  
**Alternative Delivery Mode**  
**Quarter 1 – Module 2: Giving the Place Value and Value of a Digit**  
**First Edition, 2020**

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# Mathematics

Quarter 1 – Module 2:  
Giving the Place Value and  
Value of a Digit

# Introductory Message

For the facilitator:

Welcome to the Grade III Mathematics Alternative Delivery Mode (ADM) Module on **Giving the Place Value and Value of a Digit!**

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 III Mathematics Alternative Delivery Mode (ADM) Module on **Giving the Place Value and Value of a Digit!**

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 was designed and written with you in mind. It is here to help you identify the place value and value of a digit in a number. 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. write the place value and value of each digit in 4 – to 5-digit number.

Enjoy your journey. Good luck!





## *What I Know*

Complete the table. Write the place value and the value of each number.

A. 6 587

Digit	Place Value	Value
6		
5		
8		
7		

B. 12 483

Digit	Place Value	Value
3		
8		
4		
2		
1		

## Lesson

# Gives the Place Value and Value of a Digit in 4 – 5 Digit Numbers

Look at the picture below, search for the five numbers on the face of the child.



Form the smallest and biggest numbers using the five numbers you can find on the face of the child.

1. smallest five-digit number \_\_\_\_\_

2. biggest five-digit number \_\_\_\_\_



## What's In

A. Using the number discs presented, you identify the number being presented. Choose the letter of the correct answer. Write the letter of the correct answer in the blank provided.

\_\_\_\_\_ 1.

(10 000)	(1 000)	(100)	(100)	(10)	(1)	(1)
	(1 000)	(100)	(100)	(10)	(1)	(1)
(10 000)		(100)	(100)	(10)	(1)	(1)
	(1 000)	(100)	(100)	(10)	(1)	
				(10)	(1)	

A. 24 458

B. 25 688

C. 23 658

D. 2 366

\_\_\_\_\_ 2.

10 000	1 000	100	10	1
10 000	1 000	100	10	1
10 000	1 000		10	1
10 000	1 000	100	10	1
	1 000		10	1
	1 000		10	1
			10	

A. 45 276

B. 54376

C. 44 376

D. 45 376

B. Write the numerals being presented in each item below.

a. 1 thousands, 6 hundreds, 5 tens, 3 ones = \_\_\_\_\_

b. 2 thousands, 7 hundreds, 2 tens, 7 ones = \_\_\_\_\_

c. 3 thousands, 3 hundreds, 8 tens, 1 ones = \_\_\_\_\_

d. 4 thousands, 5 hundreds, 7 tens, 4 ones = \_\_\_\_\_

e. 1 thousands, 2 hundreds, 4 tens, 8 ones = \_\_\_\_\_



## *What's New*



During the Pujada Bay Festival, Jose joined in the banca race as a representative of their barangay. He finished 1<sup>st</sup> place after the race and got a cash prize of PhP 32 495. The cash prize is presented to you in a place value chart.

### Place Value Chart

Ten Thousands	Thousands	Hundreds	Tens	Ones
3	2	4	9	5

In 32 495:

The digit 3 is in the ten thousands place. Its value is 30 000.

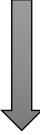

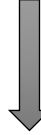


The digit 2 is in the thousands place. Its value is 2 000.

The digit 4 is in the hundreds place. Its value is 400.

The digit 9 is in the tens place. Its value is 90.

The digit 5 is in the ones place. Its value is 5.

In expanded form:

	3 x 10 000	2 x 1 000	4 x 100	9 x 10	5 x 1
Value:					
	30 000	2 000	400	90	5

### Activity 1

Write the place value and value of the digits in each number.

A. 3 745

Digit	Place Value	Value
3		
7		
4		
5		

B. 78 321

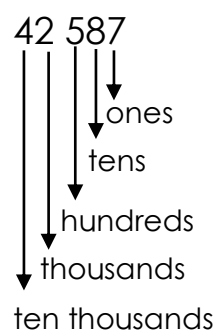
Digit	Place Value	Value
7		
8		
3		
2		
1		



## *What is It*

In identifying the place value of a 4- to 5-digit number, you need to memorize the order of place value of the digits from right to left, namely: ones, tens, hundreds, thousands, ten thousands. The place value can be extended to the left depending on the number of digits.

*Example:*



In the example above, we can say that the place value of the following digits are as follows:

- 7 - ones,
- 8 - tens,
- 5 - hundreds,
- 2 – thousands, and
- 4 - ten thousands.

To identify the **value** of the digits in a number, you need to multiply the digit to its corresponding place value. Below is an example of finding the value of the digits using the 5-digit number given in the previous example.

<u>Numeral</u>	<u>Digit</u>	<u>Place Value</u>	<u>Value</u>
42 587			
	7	ones	$7 \times 1 = 7$
	8	tens	$8 \times 10 = 80$
	5	hundreds	$5 \times 100 = 500$
	2	thousands	$2 \times 1\,000 = 2\,000$
	4	ten thousands	$4 \times 10\,000 = 40\,000$

Therefore, the value of the digits are as follows:

$7 \rightarrow 7$   
 $8 \rightarrow 80$   
 $5 \rightarrow 500$   
 $2 \rightarrow 2\,000$   
 $4 \rightarrow 40\,000.$

Here is another example using a 4-digit number.

<u>Numeral</u>	<u>Digit</u>	<u>Place Value</u>	<u>Value</u>
8 024			
	4	ones	$4 \times 1 = 4$
	2	tens	$2 \times 10 = 20$
	0	hundreds	$0 \times 100 = 0$
	8	thousands	$8 \times 1\,000 = 8\,000$

Therefore, the value of the digits are as follows:

$4 \rightarrow 4$   
 $2 \rightarrow 20$   
 $0 \rightarrow 0$   
 $8 \rightarrow 8\,000.$



## *What's More*

### Activity 2

Write the place value that digit 6 holds.

1. 47 546 \_\_\_\_\_
2. 65 408 \_\_\_\_\_
3. 76 325 \_\_\_\_\_
4. 89 641 \_\_\_\_\_
5. 90 768 \_\_\_\_\_

### Activity 3

Write the place value and the value of the underlined digit.

	Place Value	Value
1. 67 4 <u>3</u> 5	_____	_____
2. <u>8</u> 9 710	_____	_____
3. 56 <u>4</u> 31	_____	_____
4. 9 <u>0</u> 164	_____	_____
5. 23 79 <u>3</u>	_____	_____





## *What I Have Learned*

How to give the place value and value of a 4-and 5-digit number?

- In identifying the place value of a 4- to 5-digit number, you need to memorize the order of place value of the digits from right to left, namely: ones, tens, hundreds, thousands, ten thousands.
- To identify the value of the digits in a number, you need to multiply the digit to its corresponding place value; 1 (ones), 10 (tens), 100 (hundreds), 1 000 (thousands) and 10 000 (ten thousands).



## *What I Can Do*

### Activity 4

You use the digits 3, 4, 5, 6, and 7 only once for problems 1 to 4.

1. Write the greatest 5-digit number possible with 5 in the thousands place.
2. Write the least 4-digit number possible with 7 in the hundreds place.
3. Write the greatest 5-digit number possible with 4 in the ten thousands place.
4. Write the least 5-digit number possible with 3 in the tens place.



## Assessment

Complete the table. Write the place value and the value of the digit in each number.

A. 82 659

Digit	Place Value	Value
9		
5		
6		
2		
8		

B. 4 579

Digit	Place Value	Value
4		
5		
7		
9		



## *Additional Activities*

### Activity 5

Place Value Detective. Do as I say.



1. Circle the digit in the tens place.    2 345

2. Circle the digit in the ten thousands place.

45 678

3. Create a number with 1 in the thousands place. \_\_\_\_\_

4. Create a number with 7 in the ones place and 1 in the hundreds place. \_\_\_\_\_



# Answer Key

What I Know		What's In		Activity 1																																																																																																										
<div>A.<table><tr><td>Digit</td><td>Place</td><td>Value</td></tr><tr><td>6</td><td>thousands</td><td>6 000</td></tr><tr><td>5</td><td>hundreds</td><td>500</td></tr><tr><td>8</td><td>tens</td><td>80</td></tr><tr><td>7</td><td>ones</td><td>7</td></tr></table></div> <div>B.<table><tr><td>Digit</td><td>Place</td><td>Value</td></tr><tr><td>3</td><td>ones</td><td>3</td></tr><tr><td>8</td><td>tens</td><td>80</td></tr><tr><td>4</td><td>hundreds</td><td>400</td></tr><tr><td>2</td><td>thousands</td><td>2 000</td></tr><tr><td>1</td><td>ten thousands</td><td>10 000</td></tr></table></div>		Digit	Place	Value	6	thousands	6 000	5	hundreds	500	8	tens	80	7	ones	7	Digit	Place	Value	3	ones	3	8	tens	80	4	hundreds	400	2	thousands	2 000	1	ten thousands	10 000	<div>A.<table><tr><td>Digit</td><td>Place</td><td>Value</td></tr><tr><td>3</td><td>ones</td><td>3</td></tr><tr><td>8</td><td>tens</td><td>80</td></tr><tr><td>4</td><td>hundreds</td><td>400</td></tr><tr><td>2</td><td>thousands</td><td>2 000</td></tr><tr><td>1</td><td>ten thousands</td><td>10 000</td></tr></table></div> <div>B.<table><tr><td>Digit</td><td>Place</td><td>Value</td></tr><tr><td>3</td><td>ones</td><td>3</td></tr><tr><td>8</td><td>tens</td><td>80</td></tr><tr><td>4</td><td>hundreds</td><td>400</td></tr><tr><td>2</td><td>thousands</td><td>2 000</td></tr><tr><td>1</td><td>ten thousands</td><td>10 000</td></tr></table></div>		Digit	Place	Value	3	ones	3	8	tens	80	4	hundreds	400	2	thousands	2 000	1	ten thousands	10 000	Digit	Place	Value	3	ones	3	8	tens	80	4	hundreds	400	2	thousands	2 000	1	ten thousands	10 000	<div>A.<table><tr><td>Digit</td><td>Place</td><td>Value</td></tr><tr><td>3</td><td>ones</td><td>3</td></tr><tr><td>8</td><td>tens</td><td>80</td></tr><tr><td>4</td><td>hundreds</td><td>400</td></tr><tr><td>2</td><td>thousands</td><td>2 000</td></tr><tr><td>1</td><td>ten thousands</td><td>10 000</td></tr></table></div> <div>B.<table><tr><td>Digit</td><td>Place</td><td>Value</td></tr><tr><td>3</td><td>ones</td><td>3</td></tr><tr><td>8</td><td>tens</td><td>80</td></tr><tr><td>4</td><td>hundreds</td><td>400</td></tr><tr><td>2</td><td>thousands</td><td>2 000</td></tr><tr><td>1</td><td>ten thousands</td><td>10 000</td></tr></table></div>		Digit	Place	Value	3	ones	3	8	tens	80	4	hundreds	400	2	thousands	2 000	1	ten thousands	10 000	Digit	Place	Value	3	ones	3	8	tens	80	4	hundreds	400	2	thousands	2 000	1	ten thousands	10 000
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