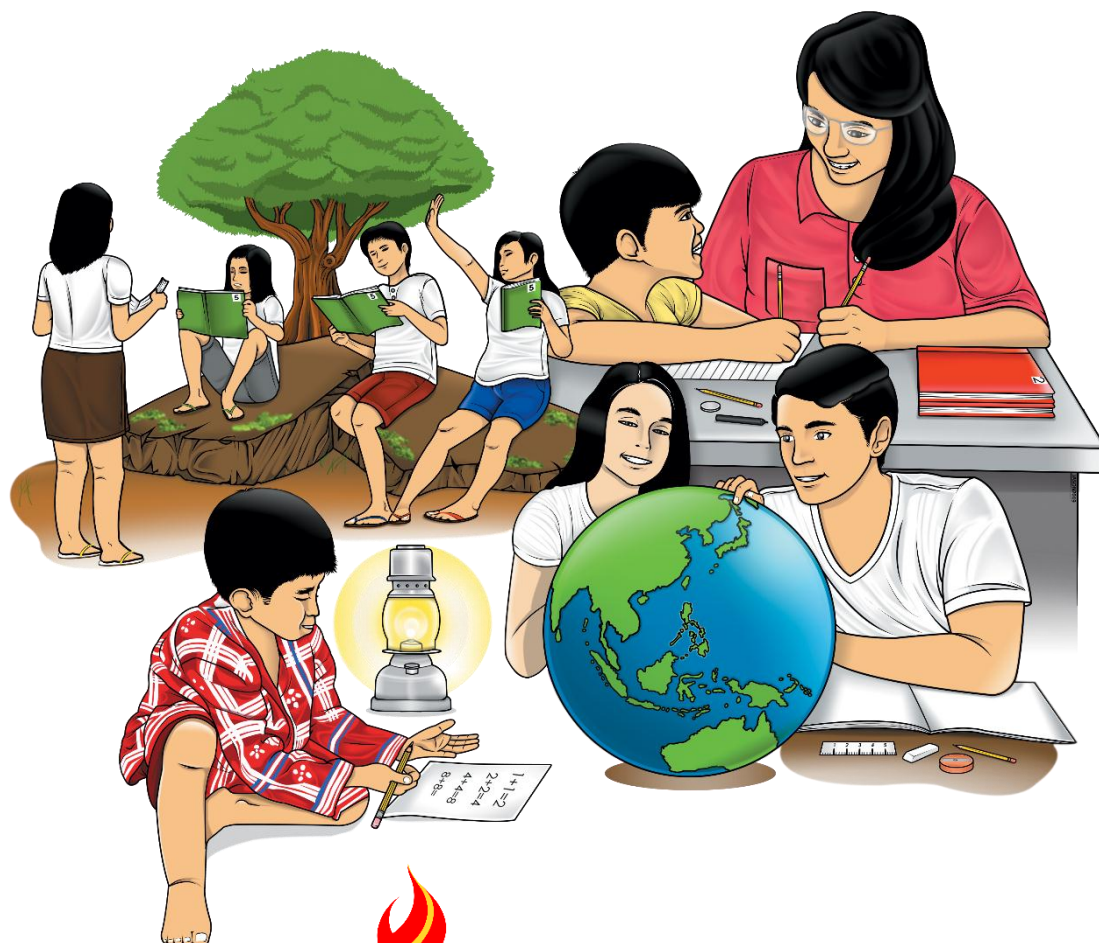**3**

Mathematics

Quarter 1 – Module 5(b):
Ordering 4 to 5-Digit Numbers

Mathematics – Grade 3
Alternative Delivery Mode
Quarter 1 – Module 5(b): Ordering 4 to 5-Digit Numbers
First Edition, 2020

3

Mathematics
Quarter 1 – Module 5(b):
Ordering 4 to 5-Digit Numbers

DepED
DEPARTMENT OF EDUCATION

Introductory Message

For the facilitator:

Welcome to the Mathematics-Grade 3 Alternative Delivery Mode (ADM) Module on **Ordering 4 to 5-Digit 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.

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 Mathematics-Grade 3 Alternative Delivery Mode (ADM) Module on **Ordering 4 to 5-Digit 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:

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. It is made to help you comprehend Ordering 4 to 5-Digit Numbers in Increasing and Decreasing Order. The scope of this module permits it to be used in many different learning situations and specially-designed to facilitate learners with learning difficulty-those who are at risk of failing. 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. Order 4 to 5-Digit Numbers in Increasing and Decreasing Order (**M3NS-Ib13.3**).

What I Know

Activity 1

Direction:

Arrange the following numbers in **increasing order** or from least to greatest order. Use numbers <u>1 – 10</u> to arrange the numbers.

a. _____ 8 020

b. _____ 3 430

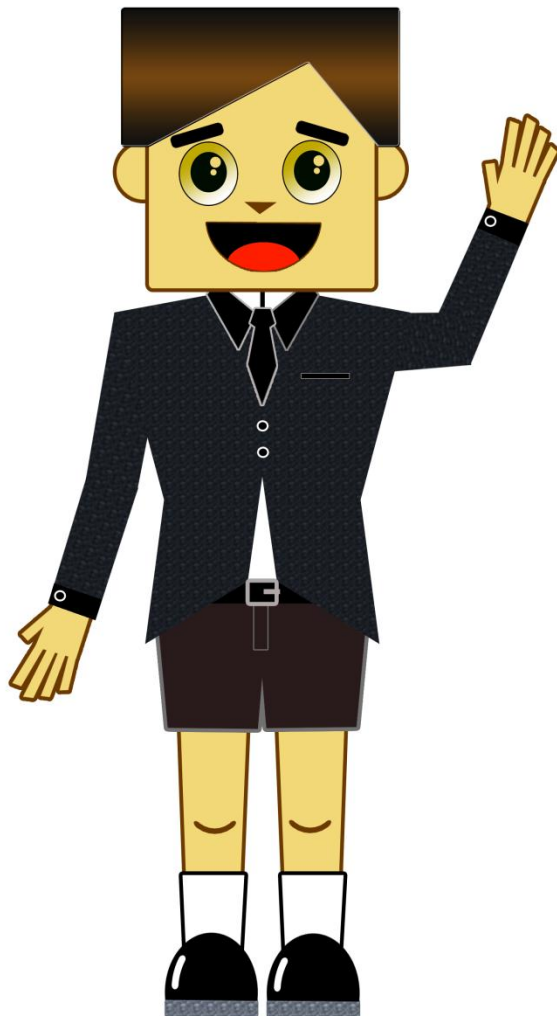c. _____ 6 678

d. _____ 7 342

e. _____ 12 592

f. _____ 9 352

g. _____ 5 002

h. _____ 10 000

i. _____ 11 270

j. _____ 4 486

Each number has its own value that no two different numbers has the same value. Number values will be used in ordering numbers especially with multiple digits.

This module will help you on how to order 4 to 5-digit numbers in increasing order or vice-versa. Your knowledge in comparing numbers that you have learned previously will be very helpful in this lesson. As a review, kindly do the activity below.

What's In

Activity 2

Remember: In comparing numbers, we use the symbols > for "greater than", < for "less than" and = for "equal".

Direction: Use the symbols "**<", ">"** or "**="** to compare the following set of numbers correctly. Write the correct answer on the blank.

1.)   8 691 _____ 8 961
2.)   5 287 _____ 5 827
3.)   5 600 _____ 5 000 + 600 + 0 + 0
4.)   4 993 _____ 4 939
5.)   8 540 _____ 8 450
6.)   3 860 _____ 5 487
7.)   5 863 _____ 7 634
8.)   2 737 _____ 7 321
9.)   7 876 _____ 6 787
10.)   2 346 _____ 2 346

What's New

Your teacher gave you 5 report cards with serial numbers: 23456, 22456, 20456, 21456 and 24456. If you are told to arrange the report cards based on their serial numbers in increasing order, how will you arrange them? How about if your teacher wanted them in decreasing order, can you do it?

What is It

Comparing two numbers may sound easy but when more than two numbers are to be compared together, it would be a bit difficult. However, comparing them can be done easily by arranging them whether in increasing or decreasing order.

To arrange numbers in increasing or decreasing order, just follow these simple steps:

1. Write the given numbers in vertical formation aligning the digits according to their place value.
    Example:

	Ten Thousands	Thousands	Hundreds	Tens	Ones
23456	2	3	4	5	6
22456	2	2	4	5	6
20456	2	0	4	5	6
21456	2	1	4	5	6
24456	2	4	4	5	6

2. Then, compare the numbers starting with the greatest place value downwards – ten thousands, thousands, hundreds,

tens, and ones. If the numbers on that specific place value are the same or equal, proceed to the next place value until you find difference of the value of numbers in that specific place value.

Example:

	Ten Thousands	Thousands	Hundreds	Tens	Ones
23456	2	3	4	5	6
22456	2	2	4	5	6
20456	2	0	4	5	6
21456	2	1	4	5	6
24456	2	4	4	5	6

Numbers are **equal or the same**. Proceed to the next place value.

Numbers are **not equal**. Let's compare numbers on this place value.

3. Arrange the numbers on the place value with different numbers based on what is being asked to you, whether increasing (0, 1, 2, 3, 4) or decreasing (4, 3, 2, 1, 0).

In this case, you are told to arrange in increasing order. To arrange the numbers, just copy the family numbers of those that we have just arranged or compared (increasing order).

❖ Therefore: The **increasing order** of the report cards' serial numbers are
       2<u>0</u> 456
       21 456
       22 456
       23 456

24 456.

In ordering numbers with different place values, always consider first their greatest place values. Then, you can proceed on ordering them by following the given steps.

Example: Arrange the following numbers in increasing order.

2 786   12 790   543   65   5 788   521

Solution:

Step 1. Write the given numbers in vertical formation starting with the number having the greatest place value. Align the digits according to their place value.
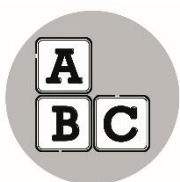
12 790
5 788
2 786
543
521
65

Step 2. Compare the numbers starting with the greatest place value down to the ones place.

12 790
5 788
2 786
543
521
65

Answer:

| 12 790, | 5 788, | 2 786, | 543, | 521, | 65 |

What's More

Activity 3

A. Arrange the following numbers in increasing order.

1.)   2 786   2 790   2 788   2 787   2 789

_____ , _____, _____, _____, _____

2.)   5 860   5 980   5 000   5 880   5 780

_____ , _____, _____, _____, _____

3.)   16 904 9 832   15 000   18 461   9 742

_____ , _____, _____, _____, _____

B. Arrange the following numbers in decreasing order.

4.)   4 989   4 986   4 985   4 987   4 988

_____ , _____, _____, _____, _____

5.)   14 399 19 299   15 400   18 299   10 999

_____ , _____, _____, _____, _____

6.)   10 990 17 610   14 000   17 967   18 374

_____ , _____, _____, _____, _____

What I Have Learned

To arrange numbers in increasing or decreasing order, just follow these simple steps:

1. Write the given numbers in vertical formation aligning the digits according to their place value.

2. Then, compare the numbers starting with the greatest place value downwards – ten thousands, thousands, hundreds, tens, and ones. If the numbers on that specific place value are the same or equal, proceed to the next place value until you find difference of the value of numbers in that specific place value.

3. Arrange the numbers on the place value with different numbers based on what is being asked to you, whether increasing or decreasing. To arrange the numbers, just copy the family numbers of those that you have just arranged or compared.

What I Can Do

Activity 4

A. These are the student population of four schools. Arrange them in increasing order.

3 247   2 564   1 976   2 839

_____   _____   _____   _____

B. The following are the number of people living in four barangays. Write down the numbers in decreasing order.

4 745   6 983   9 357   7 450

_____   _____   _____   _____

![pencil icon] *Assessment*

Activity 5

A. Write the following numbers inside the stair boxes.

1.) Arrange in decreasing order.

6 327   4 327   8 543   3 258   1 765
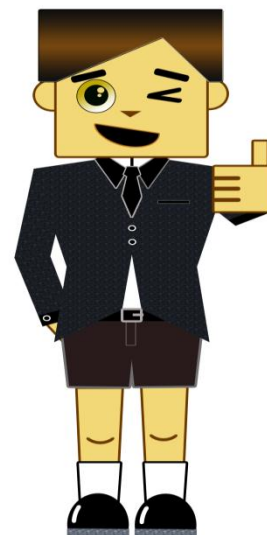
Start here ➡

2.) Arrange in increasing order.

4 452   9 778   7 675   4 231   5 189

Start here ➡

Additional Activities

Activity 6

A. Study the data about Newspaper Collection. Then, answer the following questions.

There are two civic organizations that are planning to help the flood victims of Luzon. They encouraged their family members and friends to share some money to raise funds.

Study the chart.

Amount of Money Collected		
Days	Group A	Group B
Day 1	P8 000	P5 800
Day 2	P7 500	P7 900
Day 3	P8 600	P8 500
Day 4	P10 700	P11 000
Day 5	P6 800	P6 600

Arrange the following Amount of Money Collected (given in the chart above) in increasing order, then, in decreasing order.

Group A		Group B	
Increasing	Decreasing	Increasing	Decreasing

Answer Key

Assessment

1.) 8 543 | 6 327 | 4 327 | 3 258 | 1 765

2.) 9 778 | 7 675 | 5 189 | 4 452 | 4 231

Additional Activities

	Group A		Group B	
	Increasing	Decreasing	Increasing	Decreasing
	6 800	10 700	5 800	11 000
	7 500	8 600	6 600	8 500
	8 000	8 000	7 900	7 900
	8 600	7 500	8 500	6 600
	10 700	6 800	11 000	5 800

Wht I Know

a. 6
b. 1
c. 4
d. 5
e. 10
f. 7
g. 3
h. 8
i. 9
j. 2

What's In

1. <
2. <
3. =
4. >
5. <
6. <
7. >
8. >
9. >
10. =

What's More

1.) 2 786, 2 787, 2 788, 2 789, 2 790

2.) 5 000, 5 780, 5 860, 5 880, 5 980

3.) 9 742, 9 832, 15 000, 16 904, 18 461

4.) 4 989, 4 988, 4 987, 4 986, 4 985

5.) 19 299, 18 299, 15 400, 14 399, 10 999

6.) 18 374, 17 967, 17 610, 14 000, 10 990

What I Can Do

1.) 1 976 , 2 564 , 2 839 , 3 427

2.) 9 357 , 7 450 , 6 983 , 4 745

References

Department of Education. *K to 12 Curriculum Guide Mathematics (Grade 1 to 10)*. http://lrmds.deped.gov.ph

Department of Education. *Mathematics 3 (Sinugbuanong Binisaya):Learner's Guide*, pp.27-31.

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.lrpd@deped.gov.ph