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Mathematics

Quarter 1 - Module 1:
Visualizing Numbers Up to 100 000

ALTERNATIVE DELIVERY MODE
ADM

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Mathematics – Grade 4
Alternative Delivery Mode
Quarter 1 - Module 1: Visualizing Numbers up to 100 000
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Quarter 1 - Module 1:
Visualizing Numbers Up to 100 000

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and/or universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of education at region10@deped.gov.ph.

We value your feedback and recommendations.

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What This Module is About

This module is a comprehensive series of activities which will help you learn and understand how to visualize numbers.

This contains activities that will help you learn or extend your knowledge and skills in visualizing numbers with the use of many things around you.

The activities of this module are interesting and the directions are easy to follow. You can do it by yourself or with your parents, brothers and or sisters. But of course, your teacher is always there ready to help you.

I am sure that you will enjoy using this module. Do your best and be a lover of numbers from now on.

What I Need to Know

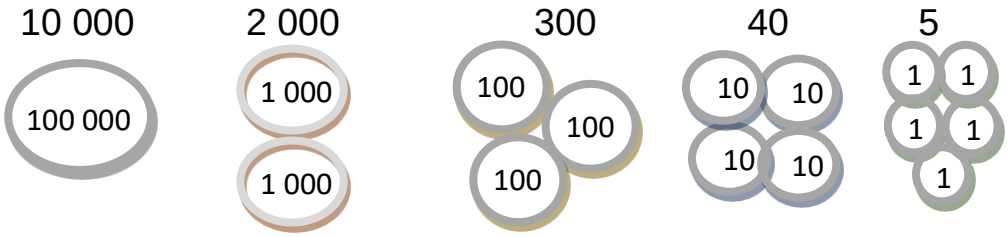
In this module, you will be able to enjoy working with numbers specially on visualizing them. If you visualize or draw a number discs to represent each number, you will see how big a number is because it shows how many discs you were able to draw. There are 6 kinds of discs that we will be using to represent or visualize a number.

These number discs are the following.

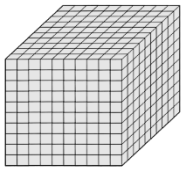
Discs		Place Value	Discs		Place Value
100 000	-	Hundred Thousands	100	-	Hundreds
10 000	-	Ten Thousands	10	-	Tens
1 000	-	Thousands	1	-	Ones

Now, let us try to visualize this number 12,345 using the kinds of discs.

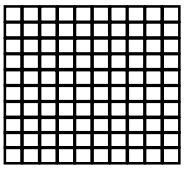
12,345



You can also use unit squares to visualize numbers. There are 4 kinds of them. We have:

 -Blocks (1000 squares)

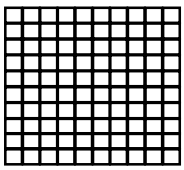
 - Longs (10 squares)

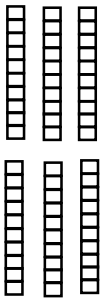
 - Flats (100 squares)

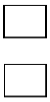
 - Units (1 square)

Let us try this.

162 – 100 60 2







How to Learn from this Module

For you to achieve the objectives cited above, you need to do the following:

- Take your time and carefully read the lesson.
- Follow the directions and/or instructions in the activities and exercises diligently.
- Answer all the given tests and exercises.

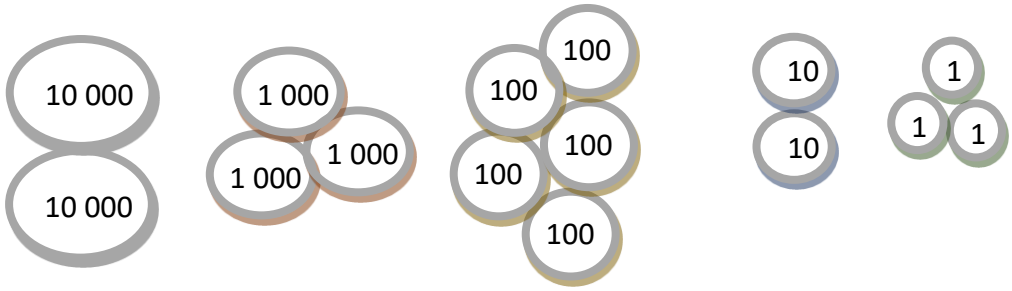
Icons of this Module

	What I Need to Know	This part contains learning objectives that are set for you to learn as you go along the module.
	What I Know	This is an assessment as to your level of knowledge to the subject matter at hand, meant specifically to gauge prior related knowledge.
	What's In	This part connects previous lessons with that of what you are going to learn.
	What's New	An introduction of the new lesson through various activities, before it will be presented to you.
	What is It	These are discussions of the activities as a way to deepen your discovery and understanding of the concept.
	What's More	These are follow-up activities that are intended for you to practice further in order to master the competencies.
	What I Have Learned	Activities designed to process what you have learned from the lesson
	What I Can Do	These are tasks designed to showcase your skills and knowledge gained, and applied into real-life concerns and situations.
	Post Assessment	This assessment evaluates your level of mastery in achieving the learning objectives.
	More Activities	These are additional activities designed to increase the level of your skills and knowledge.

What I Know

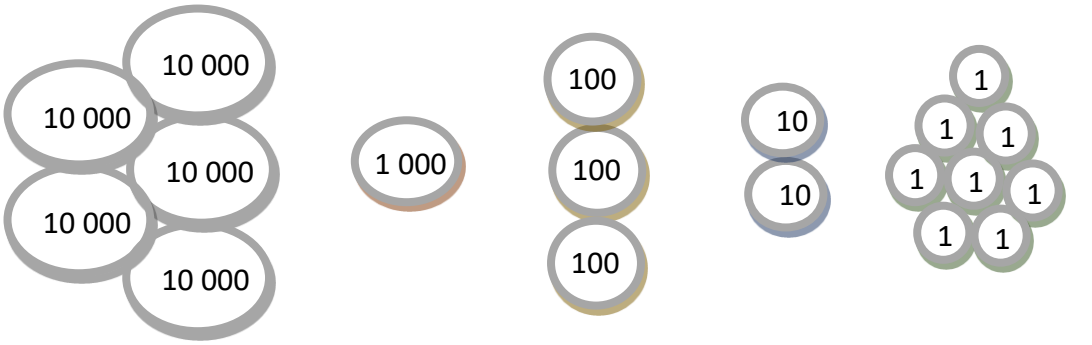
Read and understand each question or statement. Choose the letter of your best answer.

1. What number is represented by the set of discs?



a. 2 357 b. 20 657 c. 22 5643 d. 23 523

2. What number is represented by the set of discs?



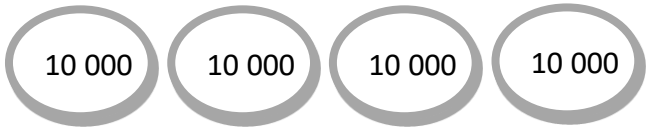
a. 50 429 b. 51 129 c. 51 328 d. 510 329

3. If you are asked to draw number discs to visualize 68 456, how many 10 000s will you draw?

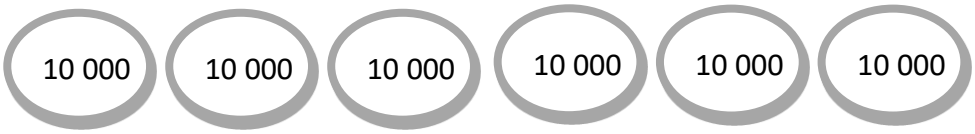
a. 3 b. 4 c. 5 d. 6

4. How many ten thousands are there in 50 463?

a. 

b. 

c. 

d. 

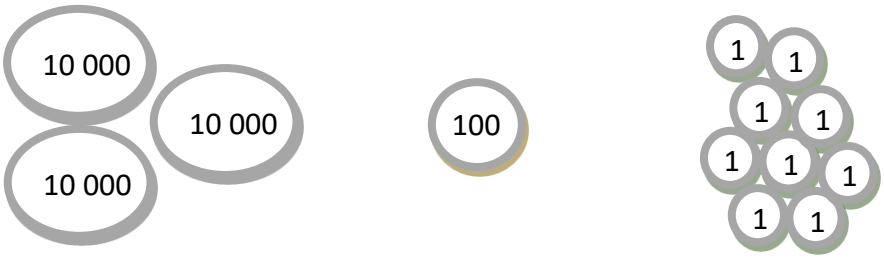
5. Marlou used 7 pieces of 10 000s bottles, 4 pieces of 1 000s bottles, 8 pieces of 10s bottles and 9 pieces of 1s bottles. What numbers is shown by the bottles?

a. 70 489 b. 74 089 c. 74 189 d. 74 809

6. How many 1 000 number discs are you going to draw if you have this number 49 562?

a. 4 b. 5 c. 6 d. 9

7. What number is shown by the number discs?



a. 3 019 b. 30 019 c. 30 109 d. 319 000

8. Which number is 3 ten thousands, 2 one thousands, 8 hundreds 6 ones.

a. 3 286 b. 32 806 c. 310 286 d. 328 006

9. How many 10 000s are there in 24 567?

a. 2 b. 4 c. 5 d. 6

10. Which number is 10 000 more than 21 582?

a. 21 582 b. 21 583 c. 22 582 d. 31 582

Lesson 1 Visualizing Numbers

What's In

The pandemic COVID-19 caused the world to suffer from fear, hunger, and crisis. The Department of Health (DOH) COVID - 19 tracker: as of May 24, 2020, 4 p.m. posted that there are 14 035 confirmed cases, 868 deaths and 3 249 recovered in the Philippines.

How many ten thousands, thousands, hundreds, tens and ones are there to represent the total number of COVID – 19 confirmed cases in the Philippines?

1. _____ ten thousands
2. _____ thousands
3. _____ hundreds
4. _____ tens
5. _____ ones

What's New

During the COVID – 19 pandemic, the City Council of Valencia City, Bukidnon and some of the people in the community donated instant foods, disinfectants, and 35, 973 sacks of rice to all the residents. How can you show the total number of sacks of rice using number discs? How many discs are in thousands, hundreds, tens, and ones?

35 973 has:

_____ 1. Tens
_____ 2. Hundreds
_____ 3. Ones
_____ 4. Thousands
_____ 5. Ten Thousands

What is It

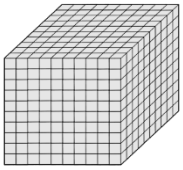
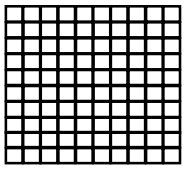
So that you will get to know more about visualizing numbers, answer the following questions. Use the discs as your basis in answering.

10 000s	1 000s	100s	10s	1s
10 000 10 000 10 000	1 000 1 000 1 000 1 000 1 000	100 100 100 100 100 100 100 100 100	10 10 10 10 10 10 10	1 1 1
30 000	5 000	900	70	3

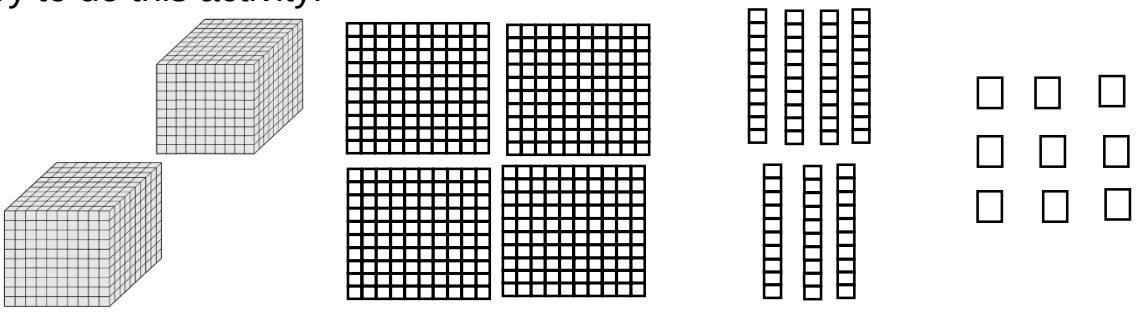
_____ 1. How many 10 000s are there?
_____ 2. How many Thousands?
_____ 3. How many are Tens?

_____ 4. How many are ones?

Using blocks (1 000s), flats (100s), longs (10s) and units (1s)

Blocks	Flats	Longs	Units
			
1 000 units	100 units	10 units	1 unit

Try to do this activity.



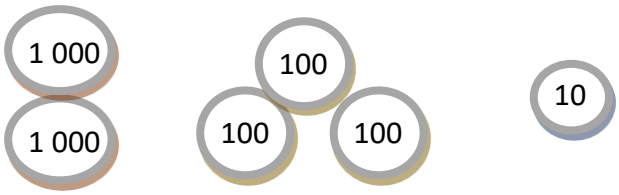
How many 1 000s, 100s, 10s and 1s are there?

1 000 s	100 s	10 s	1 s

5. What number is represented by the blocks? _____

What's More

Direction: Draw number discs to show or visualize these numbers.

Ex. 2 310 – 

1. 4 543

2. 18 850

3. 36 045

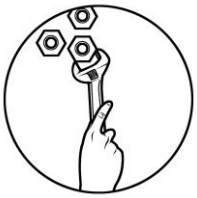
4. 23 684

5. 12 364

What I Have Learned

How do you visualize the numbers from 10 001 -100 000?

To visualize numbers from 10 001 to 100 000, we can use blocks, flats, longs and units or numbers discs such as 10 000s, 1000s, 100s, 10s and 1s. We can also use materials at home to represent numbers, just remember the number each material represents.



What I Can Do

Direction: Read and understand each item carefully. Write your best answer on your paper.

1. The Local Government of Valencia City distributed 15 250 kilograms of rice during the city caravan.

   Show 15 250 in a number discs.

2. Write the number 3 ten thousands, 2 one thousands, 8 hundreds 6 ones.

3. Martha used 2 pieces of 10 000s discs, 5 pieces of 1 000s discs, 3 pieces of 100s discs, and 2 pieces of 10s discs to represent a number. What number is shown by her number discs?

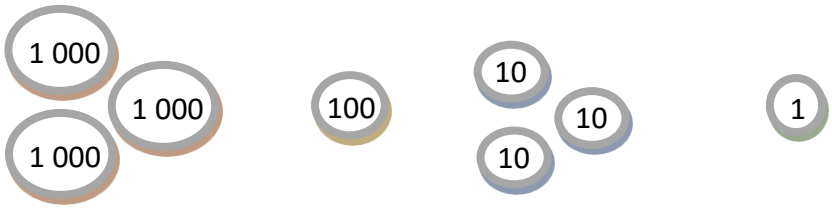
4. In this Pandemic, the grade four teachers of Valencia City Central School donated Php. 40 090 that will help the front liners and health workers. Using number discs, show the number 40 090.

5. There were 2 893 children and adults who watched the basketball game. Draw number discs to show the given number.

Post Assessment

Direction: Read and encircle the letter of the correct answer.

1. What number is represented by this number discs?



a. 3 021 b. 3 131 c. 3 201 d. 3 221

2. How many ten thousands are there in 50 453?

a. 2 b. 4 c. 5 d. 6

3. If you are to draw number discs of 68 456, how many 10 thousands will you draw?

a. 3 b. 4 c. 5 d. 6

4. How many 1000s are in 45 390?

a. 3 b. 4 c. 5 d. 6

5. Grace used 7 pieces of 10 000s bottles, 4 pieces of 1 000s bottles, 8 pieces of 10s bottles and 9 pieces of 1s bottles. What number is shown by the bottles?

a. 70 489 b. 74 089 c. 74 189 d. 74 809

6. Which number is 8 ten thousands, 2 one thousands, 3 hundreds 6 ones.

a. 8 236 b. 82 306 c. 82 360 d. 810 236

7. How many 10 000s are there in 76 245?

a. 4 b. 5 c. 6 d. 7

8. What is the number that is 10 000 more than 21 582?

a. 21 582 b. 21 583 c. 22 582 d. 31 582

9. If you are asked to draw number discs to visualize 68 456, how many 1 000s will you draw?

   a. 4 b. 5 c. 6 d. 8

10. Which number is 6 ten thousand, 8 one thousand, 2 hundreds 3 ones.

    a. 16 823 b. 68 203 c. 68 230 d. 610 823

Additional Activities

A. Read and analyze each problem.

1. A cargo ship is loaded with 25 140 kilograms of rice. Draw number discs to show the given number.

2. Tina used 4 pieces of 10 000s discs, 8 pieces of 1000s discs, 7 pieces of 100s discs, and 6 pieces of 10s discs to represent a number. What number is shown by her number discs?

3. A group of farmers donated a total of 12 463 kilograms of rice to a barangay who were has the most number of COVID patients. Draw number discs to show the donated number of kilograms.

4. 7 pieces of 10 000s, 2 pieces of 1 000s, 1 piece 100s, 3 pieces 10s and 4 pieces 1s. What number is shown by the number discs?

5. Using these number discs, 2 pieces 1 000s, 8 pieces 100s, 9 pieces 10s and 3 pieces 1s, what number is formed?

B. True or False: Draw ☺ on the blank if the statement is true and ☹ if it is false.

_____ 1. There are 2 pieces of 10 000s in 24 567.

_____ 2. 34 876 is greater than 50 000.

_____ 3. 44 456 is less than 45 456.

_____ 4. There are 8 pieces of 1 000s in the number 95 607.

_____ 5. 64 201 has 2 pieces of 10s.

Answer Key

What I Know
1. D
2. C
3. D
4. C
5. D
6. D
7. C
8. B
9. A
10.D

What is It
6. 3
7. 5
8. 7
9. 3
10. 2 479

What's In
1. 1 ten thousands
2. 4 thousands
3. 0 hundreds
4. 3 tens
5. 5 ones

Post Assessment	
1.	B
2.	C
3.	D
4.	C
5.	B
6.	B
7.	D
8.	D
9.	D
10.	B

What's More
1.
2.
3.
4.
5.

Additional Activity

1.

2. 48 760

3.

4. 72 134

5. 2 893

B.

1.

2.

3.

4.

5.

What's New

1.

2.

3.

4.

5.

What I Can Do

1.

2. 32 806

3. 25 320

4.

5.

Reference:

1. Tabilan, A., I. J. Arce., R. ıa., Calayag, N., L. Dacuba., D. Borias., Buemia, R., M. ›., l. Morandante.,Danao, A., l. Gonzaga.,I. Briones and J. A Daganta (2015) Mathematics – Grade 4 Teachers Guide., Department of Education

2. Tabilan, A., I. J. Arce., R. Pascua., Calayag, N., L. Dacuba., D. Borias., Buemia, R., M. Colao., l. Morandante.,Danao, A., l. Gonzaga.,I. Briones and J. A Daganta (2015) Mathematics – Grade 4 Learners Materials., Department of Education

3. Tunog, Cyrene F., Jean B. Liberato (2017) Mathematics Worksheets for First Grading, Department of Education Valencia City

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