

**K to 12 BASIC EDUCATION CURRICULUM**

**GRADE 3**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
<b>Grade 3- FIRST QUARTER</b>						
<b>Numbers and Number Sense</b>	1. demonstrates understanding of whole numbers up to 10 000, ordinal numbers up to 100 <sup>th</sup> , and money up to PhP1000.  2. demonstrates understanding of addition and subtraction of whole numbers including money	1. is able to recognize, represent, compare, and order whole numbers up to 10 000, and money up to PhP1000 in various forms and contexts.  2. is able to recognize and represent, ordinal numbers up to 100 <sup>th</sup> in various forms and contexts.  3. is able to apply addition and subtraction of whole numbers including money in mathematical problems and real-life situations.	1. visualizes numbers up to 10 000 with emphasis on numbers 1001 - 10000.	<b>M3NS-Ia-1.3</b>	1. Lesson Guide in Elem. Math 3 pp. 1 – 14 2. BEAM LG Gr. 3 Module 1.1 – Whole Numbers 3. Lesson Guide in Elem. Math Grade 3. 2005. pp. 1-10 4. Lesson Guide in Elem. Math Grade 3. 2010. pp. 1-10 5. Lesson Guide in Elem. Math Grade 3. 2012. pp. 1-10	
			2. gives the place value and value of a digit in 4- to 5-digit numbers.	<b>M3NS-Ia-10.3</b>	1. Lesson Guide in Elem. Math 3 pp. 15 – 17 2. BEAM LG Gr. 3 Module 1.1 – Whole Numbers 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 15-19 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 15-18 6. Mathematics for Everyday Use Grade 3. 1997. pp. 11-13 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 15-18	Cuisenaire Rods/Number Sticks, 250 pcs/set

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			3. reads and writes numbers up to 10 000 in symbols and in words.	<b>M3NS-Ia-9.3</b>	1. Lesson Guide in Elem. Math 3 pp. 18 - 27 2. BEAM LG Gr. 3 Module 1.1 – Whole Numbers 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 19-28 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 18-23; 23-28 6. Mathematics for Everyday Use Grade 3. 1997. pp. 2-7* 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 1-10	
			4. rounds numbers to the nearest ten, hundred and thousand..	<b>M3NS-Ib-15.1</b>	1. Lesson Guide in Elem. Math 3 pp. 37 – 40 2. BEAM LG Gr. 3 Module 1.2 – Whole Numbers 3. DLP Gr. 4 Module 5 4. MTB-MLE Group – Teacher’s Guide 5. Lesson Guide in Elem. Math Grade 3. 2005. pp. 37-44 6. Lesson Guide in Elem. Math Grade 3. 2010. pp. 37-44 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 37-44 8. Mathematics for Everyday Life Grade 4.	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					2000. pp. 10-13* 9. NFE Accreditation and Equivalency Learning Material. Estimation. 2001. pp. 4-7	
			5. compares numbers up to 10 000 using relation symbols.	<b>M3NS-Ib-12.3</b>	1. BEAM LG Gr. 3 Module 1.1 – Whole Numbers 2. MTB-MLE Group – Teacher’s Guide 3. Lesson Guide in Elem. Math Grade 3. 2005. pp. 28-33 4. Lesson Guide in Elem. Math Grade 3. 2010. pp. 28-33 5. Mathematics for Everyday Use Grade 3. 1997. pp. 14-18*	
			6. orders 4- to 5-digit numbers in increasing or decreasing order.	<b>M3NS-Ib-13.3</b>	MTB-MLE Group – Teacher’s Guide	
			7. identifies ordinal numbers from 1st to 100 <sup>th</sup> with emphasis on the 21 <sup>st</sup> to 100 <sup>th</sup> object in a given set from a given point of reference.	<b>M3NS-Ic-16.3</b>	1. MTB-MLE Group – Teacher’s Guide 2. Mathematics for Everyday Life Grade 4. 2000. pp. 12-13	
			8. recognizes coins and bills up to PhP1 000.	<b>M3NS-Ic-19.2</b>		
			9. reads and writes money in symbols and in words through PhP1 000 in pesos and centavos.	<b>M3NS-Ic-20.2</b>	1. Lesson Guide in Elem. Math 3 pp.49 – 51 2. BEAM LG Gr. 3 Module 1.3 – Whole Numbers 3. DLP Gr. 3 Module 8, Gr. 4 Module 48 4. MTB-MLE Group –	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Teacher's Guide 5. Lesson Guide in Elem. Math Grade 3. 2005. pp. 49-52 6. Lesson Guide in Elem. Math Grade 3. 2010. pp. 49-52 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 49-52	
			10. compares values of the different denominations of coins and bills through PhP1 000 using relation symbols.	<b>M3NS-Id-22.2</b>	1. Lesson Guide in Elem. Math 3 pp.52 – 56 2. BEAM LG Gr. 3 Module 1.3 – Whole Numbers 3. MTB-MLE Group – Teacher's Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 52-56 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 52-57 6. Mathematics for Everyday Use Grade 3. 1997. pp. 22-25* 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 52-57*	
			11. adds 3- to 4-digit numbers up to three addends with sums up to 10 000 without and with regrouping.	<b>M3NS-Id-27.6</b>	1. Lesson Guide in Elem. Math 3 pp.70 – 80 2. DLP Gr. 3 Module 12, 13 3. MTB-MLE Group – Teacher's Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 69-72	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 70-73 6. Proded Mathematics. 14A: Finding Sums Without Regrouping 7. Mathematics for Everyday Use Grade 3. 1997. pp. 32-35*	
			12. estimates the sum of 3- to 4-digit addends with reasonable results.	<b>M3NS-Ie-31</b>	1. LG in Elem. Math 3 pp.81 – 84 2. DLP Gr. 3 Module 14 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 80-84 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 81-85 6. Mathematics for Everyday Life Gr. 4. 2000. pp. 14-17*	
			13. adds mentally 2-digit and 1-digit numbers without or with regrouping using appropriate strategies.	<b>M3NS-Ie-28.7</b>	1. Lesson Guide in Elem. Math 3 pp.85 – 90 2. DLP Gr. 3 Module 15 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 84-88 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 85-90 6. Mathematics for Everyday Use Grade 3.	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					1997. pp. 51-53* 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 85-90	
			14. adds mentally 2- to 3-digit numbers with multiples of hundreds using appropriate strategies.	<b>M3NS-Ie-28.8</b>	1. LG in Elem. Math 4 pp.35 – 36 2. MTB-MLE Group – Teacher’s Guide 3. Grade School Mathematics Grade 4. 2003. pp. 32-33 4. Mathematics for Everyday Life Grade 4. 2000. pp. 28-29*	
			15. solves routine and non-routine problems involving addition of whole numbers with sums up to 10 000 including money using appropriate problem solving strategies and tools.	<b>M3NS-If-29.3</b>	1. Lesson Guide in Elem. Math 3 pp.95 – 99 2. DLP Gr. 3 Module 16 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 92-98 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 95-100 6. Misosa Grade 4 Mod. 10 7. Mathematics for Everyday Use Grade 3. 1997. pp. 54-59* 8. Grade School Mathematics Grade 4. 2003. pp. 34-35 9. Lesson Guide in Elem. Math Grade 3. 2012. pp. 95-100 10. Mathematics for	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Everyday Life Grade 4. 2000. pp. 40-41*	
			16. creates problems involving addition of whole numbers including money.	<b>M3NS-If-30.3</b>		
			17. subtracts 3-to 4-digit numbers from 3- to 4-digit numbers without and with regrouping.	<b>M3NS-Ig-32.6</b>	1. Lesson Guide in Elem. Math 3 pp.100 – 144 2. BEAM LG Gr. 3 Module 1 – Subtraction 3. DLP Gr. 3 Module 17, 18 4. MTB-MLE Group – Teacher’s Guide 5. Lesson Guide in Elem. Math Grade 3. 2005. pp. 98-142 6. Lesson Guide in Elem. Math Grade 3. 2010. pp. 100-144 7. Mathematics for Everyday Use Grade 3. 1997. pp. 60-62* 8. Grade School Mathematics Grade 4. 2003. pp. 38-39	
			18. estimates the difference of two numbers with three to four digits with reasonable results.	<b>M3NS-Ih-36</b>	1. Lesson Guide in Elem. Math 3 pp.145 – 148 2. BEAM LG Gr. 3 Module 1 – Subtraction 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 142-146 5. Lesson Guide in Elem. Math Grade 3. 2010. pp.	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					145-149 6. Grade School Mathematics Grade 4. 2003. pp. 40-41* 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 145-149 8. Mathematics for Everyday Life Grade 4. 2000. pp. 36-37*	
			19. subtracts mentally 1- to 2 – digits numbers without and with regrouping using appropriate strategies.	<b>M3NS-Ih-33.5</b>	1. Lesson Guide in Elem. Math 3 pp.149 – 154 2. BEAM LG Gr. 3 Module 1 – Subtraction 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 146-151 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 149-154 6. Mathematics for Everyday Use Grade 3. 1997. pp. 78-79 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 149-154 8. Mathematics for Everyday Life Grade 4. 2000. pp. 38-39*	
			20. subtracts mentally 2- to 3 – digits numbers with multiples of hundreds without and with regrouping using appropriate strategies.	<b>M3NS-Ii-33.6</b>	1. MTB-MLE Group – Teacher’s Guide 2. Grade School Mathematics Grade 4. 2003. pp. 42-43*	



**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			21. solves routine and non-routine problems involving subtraction without or with addition of whole numbers including money using appropriate problem solving strategies and tools.	<b>M3NS-Ii-34.5</b>	<ol style="list-style-type: none"> <li>1. Lesson Guide in Elem. Math 3 pp.155 – 169</li> <li>2. BEAM LG Gr. 3 Module 2 – Application of Subtraction, Module 3 – Application of Addition and Subtraction</li> <li>3. DLP Gr. 3 Module 19, Gr. 4 Module 19</li> <li>4. MTB-MLE Group – Teacher’s Guide</li> <li>5. Lesson Guide in Elem. Math Grade 3. 2005. pp. 152-158; 163-167</li> <li>6. Lesson Guide in Elem. Math Grade 3. 2010. pp. 155-161; 165-169</li> <li>7. Mathematics for Everyday Use Grade 3. 1997. pp. 81-82*</li> <li>8. Lesson Guide in Elem. Math Grade 3. 2012. pp. 155-161</li> <li>9. Mathematics for Everyday Life Grade 4. 2000. pp. 42-43*</li> </ol>	
			22. creates problems involving addition and/or subtraction of whole numbers including money.	<b>M3NS-Ij-35.4</b>		

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
<b>Grade 3- SECOND QUARTER</b>						
<b>Numbers and Number Sense</b>	demonstrates understanding of multiplication and division of whole numbers including money.	is able to apply multiplication and division of whole numbers including money in mathematical problems and real-life situations	23. visualizes multiplication of numbers 1 to 10 by 6,7,8 and 9.	<b>M3NS-IIa-41.2</b>	1. BEAM LG Gr.2 Module – Multiplication 2. MTB-MLE Group – Teacher’s Guide 3. Mathematics for Everyday Life Grade 2. 1999. pp.72-77*	
			24. visualizes and states basic multiplication facts for numbers up to 10.	<b>M3NS-IIa-41.3</b>	MTB-MLE Group – Teacher’s Guide	
			25. applies the commutative property of multiplication.	<b>M3NS-IIb-40.4</b>	1. Lesson Guide in Elem. Math 3 pp.170 – 174 2. DLP Gr. 5 Module 3 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 167-172 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 170-175 6. Lesson Guide in Elem. Math Grade 3. 2012. pp. 170-175	
			26. multiplies 2-digit by 1-digit numbers using the distributive property of multiplication.	<b>M3NS-IIb-40.5</b>	1. DLP Gr. 4 Module 29 2. MTB-MLE Group – Teacher’s Guide	
			27. multiplies three 1-digit numbers using the associative property of multiplication.	<b>M3NS-IIb-40.6</b>	1. DLP Gr. 4 Module 26, Gr. 5 Module 3 2. MTB-MLE Group – Teacher’s Guide	
			28. multiplies 2- to 3-digit numbers by 1-digit numbers	<b>M3NS-IIc-43.1</b>	1. Lesson Guide in Elem. Math 3 pp.185 – 193	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			without or with regrouping.		2. MTB-MLE Group – Teacher’s Guide 3. Lesson Guide in Elem. Math Grade 3. 2005. pp. 172-177; 188-181 4. Lesson Guide in Elem. Math Grade 3. 2010. pp. 175-180; 180-184 5. Mathematics for Everyday Use Grade 3. 1997. pp.88-89* 6. Mathematics for Everyday Life Grade 4. 2000. pp. 54-57* 7. Proded Math. III-A, III-B & III-C: Multiplying Whole Numbers Without Regrouping 8. Proded Math. III-A & III-B: Multiplying Whole Numbers With Regrouping	
			29. multiplies 2-digit numbers by 2-digit numbers without regrouping.	<b>M3NS-IIc-43.2</b>	1. MTB-MLE Group – Teacher’s Guide 2. Mathematics for Everyday Use Grade 3. 1997. pp. 96-98*	
			30. multiplies 2-digit number by 2-digit numbers with regrouping.	<b>M3NS-IIc-43.3</b>	1. MTB-MLE Group – Teacher’s Guide 2. Mathematics for Everyday Use Grade 3. 1997. pp. 104-106*	
			31. multiplies 2- to 3-digit numbers by multiples of 10 and 100.	<b>M3NS-IIId-43.4</b>	1. Lesson Guide in Elem. Math 3 pp.194 – 203 2. MTB-MLE Group –	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Teacher's Guide 3. Lesson Guide in Elem. Math Grade 3. 2005. pp. 191-196; 196-201 4. Lesson Guide in Elem. Math Grade 3. 2010. pp. 194-199; 199-203 5. Mathematics for Everyday Use Grade 3. 1997. pp. 110-111* 6. Grade School Mathematics Grade 4. 2003. pp. 66-67 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 194-203 8. Mathematics for Everyday Life Gr. 4. 2000. pp. 52-53*	
			32. multiplies 1- to 2-digit numbers by 1 000.	<b>M3NS-IIId-43.5</b>	MTB-MLE Group – Teacher's Guide	
			33. estimates the product of 2- to 3-digit numbers and 1- to 2-digit numbers with reasonable results .	<b>M3NS-IIId-44.1</b>	1. MTB-MLE Group – Teacher's Guide 2. Lesson Guide in Elem. Math Grade 3. 2005. pp. 201-205 3. Lesson Guide in Elem. Math Grade 3. 2010. pp. 208-211 4. Lesson Guide in Elem. Math Grade 3. 2012. pp. 204-208 5. Mathematics for Everyday Life Grade 4. 2000. pp. 62-63*	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			34. multiplies mentally 2-digit by 1-digit numbers without regrouping with products of up to 100.	<b>M3NS-IIe-42.2</b>	<ol style="list-style-type: none"> <li>1. Lesson Guide in Elem. Math 3 pp.212 – 215</li> <li>2. MTB-MLE Group – Teacher’s Guide</li> <li>3. Lesson Guide in Elem. Math Grade 3. 2005. pp. 209-213</li> <li>4. Lesson Guide in Elem. Math Grade 3. 2010. pp. 212-216</li> <li>5. Mathematics for Everyday Use Grade 3. 1997. pp. 116-117</li> <li>6. Grade School Mathematics Grade 4. 2003. pp. 70-71</li> <li>7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 212-216</li> <li>8. Mathematics for Everyday Life Grade 4. 2000.pp. 64-65*</li> </ol>	
			35. solves routine and non-routine problems involving multiplication without or with addition and subtraction of whole numbers including money using appropriate problem solving strategies and tools.	<b>M3NS-IIe-45.3</b>	<ol style="list-style-type: none"> <li>1. Lesson Guide in Elem. Math 3 pp.216 – 222</li> <li>2. MTB-MLE Group – Teacher’s Guide</li> <li>3. Lesson Guide in Elem. Math Grade 3. 2005. pp. 214-217; 217-220</li> <li>4. Lesson Guide in Elem. Math Grade 3. 2010. pp. 216-223</li> <li>5. Mathematics for Everyday Use Grade 3. 1997. pp. 122-125*</li> <li>6. Lesson Guide in Elem.</li> </ol>	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Math Grade 3. 2012. pp. 216-223 7. Mathematics for Everyday Life Grade 4. 2000. pp. 66-71*	
			36. creates problems involving multiplication or with addition or subtraction of whole numbers including money.	<b>M3NS-IIf-46.2</b>		
			37. visualizes and states the multiples of 1- to 2-digit numbers.	<b>M3NS-IIf-47</b>	MTB-MLE Group – Teacher’s Guide	
			38. visualizes division of numbers up to 100 by 6,7,8,and 9 (multiplication table of 6, 7, 8, and 9).	<b>M3NS-IIg-51.2</b>	1. BEAM LG Gr.2 Module 11 – Division 2. MTB-MLE Group – Teacher’s Guide	
			39. visualizes and states basic division facts of numbers up to 10.	<b>M3NS-IIg-51.3</b>	1. BEAM LG Gr.2 Module 11 – Division 2. MTB-MLE Group – Teacher’s Guide	
			40. divides 2- to 3-digit numbers by 1- to 2- digit numbers without and with remainder.	<b>M3NS-IIh-54.1</b>	1. Lesson Guide in Elem. Math 3 pp.229 – 236 2. DLP Gr. 3 Module 29 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 226-231; 240-246 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 229-236 6. Proded Mathematics. 26A, B & C: Division of Whole Numbers Without Remainder	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					7. Proded Mathematics. 27A: Finding the Quotients Without Remainders 8. Proded Mathematics. 28A & B: Division of Whole Numbers With Remainder 9. Proded Mathematics. 29A & 29B: Finding Quotients With Remainders 10. Mathematics for Everyday Use Grade 3. 1997. pp. 129-134; 139-147* 11. Lesson Guide in Elem. Math Grade 3. 2012. pp. 229-242 12. Mathematics for Everyday Life Grade 4. 2000. pp. 72-85* 13. Proded Math. III-A, III-B & III-C: Division of Whole Numbers (Without Remainder) 14. Proded Math. III-A, III-B & III-C: Division of Whole Numbers (With Remainder) 15. Proded Math. 27-A: Finding the Quotients Without Remainder 16. Proded Math. 29-A & 29-B: Finding Quotients With Remainders	
			41. divides 2-3 digit numbers by 10 and 100 without or with remainder.	<b>M3NS-IIh-54.2</b>	1. Lesson Guide in Elem. Math 3 pp.270 – 275 2. BEAM LG Gr.3 Module-	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Application of Division 3. DLP Gr. 3 Module 32 4. MTB-MLE Group – Teacher’s Guide 5. Lesson Guide in Elem. Math Grade 3. 2005. pp. 268-274 6. Lesson Guide in Elem. Math Grade 3. 2010. pp. 237-242; 270-276 7. Mathematics for Everyday Use Gr. 3. 1997. pp. 136-138* 8. Lesson Guide in Elem. Math Grade 3. 2012. pp. 270-276 9. Mathematics for Everyday Life Grade 4. 2000. pp. 86-87*	
			42. estimates the quotient of 2- to 3- digit numbers by 1- to 2- digit numbers.	<b>M3NS-III-55.1</b>	1. MTB-MLE Group – Teacher’s Guide 2. Lesson Guide in Elem. Math Grade 3. 2005. pp. 240-246	
			43. divides mentally 2-digit numbers by 1-digit numbers without remainder using appropriate strategies.	<b>M3NS-III-52.2</b>	1. Lesson Guide in Elem. Math 3 pp.276 – 280 2. DLP Gr. 3 Module 39 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2010. pp. 276-280 5. Mathematics for Everyday Use Grade 3. 1997. pp. 148-150* 6. Grade School	



**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Mathematics Grade 4. 2003. pp. 92-93* 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 276-280 8. Mathematics for Everyday Life Grade 4. 2000. pp. 88-89*	
			44. solves routine and non-routine problems involving division of 2- to 4-digit numbers by 1- to 2-digit numbers without or with any of the other operations of whole numbers including money using appropriate problem solving strategies and tools.	<b>M3NS-IIj-56.2</b>	1. Lesson Guide in Elem. Math 3 pp.281 – 292 2. BEAM LG Gr.2 Module 11 – Division, Gr.3 Module – Application of Division 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 278-282; 283-286; 287-291 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 281-293 6. Mathematics for Everyday Use Grade 3. 1997. pp. 151-153* 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 281-293 8. Mathematics for Everyday Life Grade 4. 2000.pp. 90-94*	
			45. creates problems involving division or with any of the other operations of whole numbers including money.	<b>M3NS-IIj-57.2</b>		

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
<b>Grade 3- THIRD QUARTER</b>						
<b>Numbers and Number Sense</b>	demonstrates understanding of proper and improper, similar and dissimilar and equivalent fractions.	is able to recognize and represent proper and improper, similar and dissimilar and equivalent fractions in various forms and contexts.	46. identifies odd and even numbers.	<b>M3NS-IIIa-63</b>	<ol style="list-style-type: none"> <li>1. Lesson Guide in Elem. Math 3 pp.44 – 48, Gr. 5 p. 27</li> <li>2. DLP Gr. 3 Module 7</li> <li>3. BEAM LG Gr.3 Module 1.2</li> <li>4. MTB-MLE Group – Teacher’s Guide</li> <li>5. Lesson Guide in Elem. Math Grade 3. 2005. pp. 44-49</li> <li>6. Lesson Guide in Elem. Math Grade 3. 2010. pp. 44-49</li> <li>7. Mathematics for Everyday Use Grade 3. 1997. pp. 19-21*</li> <li>8. Lesson Guide in Elem. Math Grade 3. 2012. pp. 44-49</li> </ol>	
			47. visualizes and represents fractions that are equal to one and greater than one.	<b>M3NS-IIIa-72.4</b>	<ol style="list-style-type: none"> <li>1. Lesson Guide in Elem. Math 3 pp.305 – 311</li> <li>2. DLP Gr. 3 Module 37</li> <li>3. MTB-MLE Group – Teacher’s Guide</li> <li>4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 306-310</li> <li>5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 305-309; 309-312</li> <li>6. Mathematics for Everyday Use Grade 3. 1997. p. 167*</li> <li>7. Grade School</li> </ol>	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Mathematics Grade 4. 2003. pp. 104-105 8. Lesson Guide in Elem. Math Grade 3. 2012. pp. 305-312 9. Mathematics for Everyday Life Grade 4. 2000. pp. 104-105*	
			48. reads and writes fractions that are equal to one and greater than one in symbols and in words.	<b>M3NS-IIIb-76.3</b>	1. BEAM LG Gr.3 Module 1- Identify and Order Fractions 2. MTB-MLE Group – Teacher’s Guide 3. Mathematics for Everyday Use Grade 3. 1997. pp.168-169* 4. Lesson Guide in Elem. Math Grade 3. 2012. pp. 305-312 5. Mathematics for Everyday Life Grade 4. 2000. pp. 104-105*	
			49. represents fractions using regions, sets, and the number line.	<b>M3NS-IIIb-72.5</b>	1. Lesson Guide in Elem. Math 4 p.188 2. BEAM LG Gr.6 Module 22 3. Lesson Guide in Elem. Math Grade 3. 2012. pp. 188-192	Beads, Ø16mm
			50. visualizes and represents dissimilar fractions.	<b>M3NS-IIIC-72.6</b>	1. DLP Gr. 4 Module 58, 59 2. Lesson Guide in Elem. Math 4 p.197 3. MTB-MLE Group – Teacher’s Guide 4. MISOSA Grade 4 Module	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					35 5. Lesson Guide in Elem. Math Grade 3. 2012. pp. 197-200 6. Mathematics for Everyday Life Grade 4. 2000. pp.96-97*	
			51. visualizes, represents, and compares dissimilar fractions.	<b>M3NS-IIIId-77.3</b>	1. MISOSA Module Gr.6 – Comparing Fractions 2. MTB-MLE Group – Teacher’s Guide 3. Proded Mathematics.30A: Comparing Parts of a Whole, 30B: Comparing Parts of a Set & 30C: Comparing Parts of Fractions 4. MISOSA Grade 4 Module 35 5. Mathematics for Everyday Use Gr. 3. 1997. pp. 170-175* 6. Grade School Mathematics Grade 4. 2003. pp. 106-109*	
			52. visualizes, represents, and arranges dissimilar fractions in increasing or decreasing order.	<b>M3NS-IIIId-78.3</b>	1. BEAM LG Gr.5 Module 2, Gr.6 Module 29 2. MISOSA Gr. 5 Module – Ordering Dissimilar Fractions 3. MTB-MLE Group – Teacher’s Guide 4. Mathematics for Everyday Use Grade 3. 1997. pp. 170-175* 5. Grade School	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Mathematics Grade 4. 2003. pp. 108-109* 6. NFE Accreditation and Equivalency Learning Material. Learning About Fractions. 1998. pp. 10-14	
			53. visualizes and generates equivalent fractions.	<b>M3NS-IIIe-72.7</b>	1. Lesson Guide in Elem. Math 5 p.63 2. BEAM LG Gr.5 Module 2 3. MISOSA Gr. 5 and 6 Modules – Equal/Equivalent Fractions 4. MTB-MLE Group – Teacher’s Guide 5. Lesson Guide in Elem. Math Grade 3. 2012. pp. 63-68 6. NFE Accreditation and Equivalency Learning Material. Learning About Fractions. 1998. pp. 6-9	
<b>Geometry</b>	demonstrates understanding of lines, symmetrical designs, and tessellation using square, triangle and other shapes that can tessellate.	is able to recognize and represent lines in real objects and designs or drawings, complete symmetrical designs, and create patterns of designs using square, triangle and other shapes that can tessellate.	54. recognizes and draws a point, line, line segment and ray.	<b>M3GE-IIIe-11</b>	1. MTB-MLE Group – Teacher’s Guide 2. Grade School Mathematics Grade 4. 2003. pp. 172-174* 3. Mathematics for Everyday Life Grade 4. 2000. pp. 162-163* 4. BALS Video – Shapes and Figures Around Us	
			55. recognizes and draws parallel, intersecting and perpendicular lines.	<b>M3GE-IIIIf-12.1</b>	1. Lesson Guide in Elem. Math 3 pp.330 – 337 2. DLP Gr. 3 Module 42	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					3. BEAM LG Gr.3 Module 7 – Line and Line Segment 4. MTB-MLE Group – Teacher’s Guide 5. Lesson Guide in Elem. Math Grade 3. 2005. pp. 327-335 6. Lesson Guide in Elem. Math Grade 3. 2010. pp. 330-338 7. Grade School Mathematics Grade 4. 2003. pp. 175-176 8. Lesson Guide in Elem. Math Grade 3. 2012. pp. 330-338 9. Mathematics for Everyday Life Grade 4. 2000. pp. 164-165*	
			56. visualizes, identifies and draws congruent line segments.	<b>M3GE-IIIIf-13</b>	1. Lesson Guide in Elem. Math 3 pp.338 – 344 2. DLP Gr. 3 Module 43 3. BEAM LG Gr.3 Module 7 – Line and Line Segment 4. MTB-MLE Group – Teacher’s Guide 5. Lesson Guide in Elem. Math Grade 3. 2005. pp. 335-338; 338-341 6. Lesson Guide in Elem. Math Grade 3. 2010. pp. 338-345 7. Grade School Mathematics Grade 4. 2003. pp. 177-179* 8. Lesson Guide in Elem.	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Math Grade 3. 2012. pp. 338-345 9. Mathematics for Everyday Life Grade 4. 2000. pp. 166-167*	
			57. identifies and visualizes symmetry in the environment and in design.	<b>M3GE-IIIg-7.3</b>	1. DLP Gr. 3 Module 44 2. BEAM LG Gr.3 Module 7 – Line and Line Segment 3. MTB-MLE Group – Teacher’s Guide	
			58. identifies and draws the line of symmetry in a given symmetrical figure.	<b>M3GE-IIIg-7.4</b>	MTB-MLE Group – Teacher’s Guide	
			59. completes a symmetric figure with respect to a given line of symmetry.	<b>M3GE-IIIh-7.5</b>	1. Lesson Guide in Elem. Math 3 pp.357 – 362 2. BEAM LG Gr.3 Module 7 – Line and Line Segment 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 353-359 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 357-363 6. Lesson Guide in Elem. Math Grade 3. 2012. pp. 357-363	
			60. tessellates the plane using triangles, squares and other shapes that can tessellate.	<b>M3GE-IIIh-8.3</b>	1. Lesson Guide in Elem. Math 3 pp. 345 – 356 2. MTB-MLE Group – Teacher’s Guide	Pattern Blocks, 250 pcs/set
<b>Patterns and Algebra</b>	demonstrates understanding of continuous and	is able to apply knowledge of continuous and	61. determines the <b>missing term/s</b> in a given combination of <b>continuous</b>	<b>M3AL-IIIi-4</b>	MTB-MLE Group – Teacher’s Guide	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
	repeating patterns and mathematical sentences involving multiplication and division of whole numbers.	repeating patterns and number sentences involving multiplication or division of whole numbers in various situations.	<p><b>and repeating pattern.</b></p> <p>e.g.</p> <p>4A,5B, 6A,7B,___</p> <p>1 2 3 4 ___</p>			
			<p>62. finds the missing value in a number sentence involving multiplication or division of whole numbers.</p> <p>e.g.</p> <p><math>n \times 7 = 56</math></p> <p><math>56 \div n = 8</math></p>	<b>M3AL-IIIj-12</b>		
<b>Grade 3- FOURTH QUARTER</b>						
<b>Measurement</b>	demonstrates understanding of conversion of time, linear, mass and capacity measures and area of square and rectangle.	is able to apply knowledge of conversion of time, linear, mass and capacity measures and area of rectangle and square in mathematical problems and real-life situations.	<p>63. visualizes, and represents, and converts time measure from seconds to minutes, minutes to hours, and hours to a day and vice versa.</p>	<b>M3ME-IVa-8</b>	<ol style="list-style-type: none"> <li>Lesson Guide in Elem. Math 3 pp.368 – 372</li> <li>MTB-MLE Group – Teacher’s Guide</li> <li>Lesson Guide in Elem. Math Grade 3. 2005. pp. 364-368</li> <li>Lesson Guide in Elem. Math Grade 3. 2010. pp. 368-372</li> <li>Lesson Guide in Elem. Math Grade 3. 2012. pp. 368-372</li> <li>NFE Accreditation and Equivalency Learning Material. 2001. Oras. pp. 12-13</li> </ol>	<p>Digital Clock, tabletop</p> <p>Demonstration Clock (Manipulative Clock, Blackboard)</p>



**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			64. visualizes, and represents, and converts time measure 64.1 days to week, month and year and vice versa 64.2 weeks to months and year and vice versa 64.3 months to year and vice versa.	<b>M3ME-IVa-9</b>	1. Lesson Guide in Elem. Math 3 pp.363 – 367 2. BEAM LG Gr.2 Module 9- Time Measure, Gr. 3 Module 8 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 359-364 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 363-368 6. Lesson Guide in Elem. Math Grade 3. 2012. pp. 363-368 7. Mathematics for Everyday Life Gr. 4. 2000. pp. 198-199*	
			65. visualizes, and represents, and solves problems involving conversion of time measure.	<b>M3ME-IVb-10</b>	1. Lesson Guide in Elem. Math 3 pp.376 – 379 2. BEAM LG Gr.3 Module 8 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 372-376 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 376-380 6. Lesson Guide in Elem. Math Grade 3. 2012. pp. 371-372 7. NFE Accreditation and Equivalency Learning Material. 2001. Time. pp.	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					13, 17-18 8. NFE Accreditation and Equivalency Learning Material. Oras. 2001. pp. 13-14, 19	
			66. visualizes, and represents, and converts common units of measure from larger to smaller unit and vice versa: meter and centimeter, kilogram and gram, liter and milliliter.	<b>M3ME-IVb-39</b>	1. DLP Gr. 3 Module 45 2. BEAM LG Gr.3 Module 1 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2010. pp. 410-413 5. Mathematics for Everyday Use Grade 3. 1997. p. 219* 6. Mathematics for Everyday Life Grade 4. 2000. pp. 188-189* 7. NFE Accreditation and Equivalency Learning Material. Measuring Length. 2001. pp. 14-15 8. NFE Accreditation and Equivalency Learning Material. Measuring Weight Part 1: The Metric & English Systems. 2001. pp. 18-25 9. NFE Accreditation and Equivalency Learning Material. Perimeter and Areas. 1998. pp. 11-22	Plastic Ruler, 12 inches or 30cm  Double-pan Balance, 500g
			67. visualizes, and represents, and solves routine and non-routine problems involving conversions of common	<b>M3ME-IVc-40</b>	1. BEAM LG Gr.3 Module 2 – Capacity 2. Lesson Guide in Elem. Math Grade 3. 2010. pp.	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			units of measure.		413-417 3. NFE Accreditation and Equivalency Learning Material. Measuring Length. 2001. pp. 16-18, 28-30, 34-45 4. NFE Accreditation and Equivalency Learning Material. Perimeters and Areas. 1998. pp. 14-15,18-19	
			68. visualizes, and represents, and finds the capacity of a container using milliliter and liter.	<b>M3ME-IVc-41</b>	1. Lesson Guide in Elem. Math 3 pp.406 – 409 2. BEAM LG Gr.2 Module 18 – Mass and Capacity, Gr.3 Module 1-Capacity 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 406-409 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 406-409 6. Lesson Guide in Elem. Math Grade 3. 2012. pp. 406-409 7. BALS Video – Ang Volume	Set of Measuring cups and Spoons  Measuring cup, 250mL, plastic  Liter Volume Set (liter Cases)
			69. visualizes, and represents, and solves routine and non-routine problems involving capacity measure.	<b>M3ME-IVd-42</b>	1. Lesson Guide in Elem. Math 3 pp.413 – 416 2. MTB-MLE Group – Teacher’s Guide 3. Lesson Guide in Elem. Math Grade 3. 2005. pp. 409-413	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					4. Lesson Guide in Elem. Math Grade 3. 2012. pp. 413-417	
			70. visualizes, and represents, and measures area using appropriate unit.	<b>M3ME-IVd-43</b>	MTB-MLE Group – Teacher’s Guide	
			71. derives the formula for the area of a rectangle and a square.	<b>M3ME-IVe-44</b>	1. Lesson Guide in Elem. Math 3 pp.388 – 397 2. Lesson Guide in Elem. Math Grade 3. 2005. pp. 384-394 3. Lesson Guide in Elem. Math Grade 3. 2010. pp. 388-393; 393-398 4. Lesson Guide in Elem. Math Grade 3. 2012. pp. 388-398 5. NFE Accreditation and Equivalency Learning Material. Perimeters and Areas. 1998. pp. 21-23	Square Units/Tiles, 10cm x 10cm, plastic  Square Units/Tiles, 2.54 x 2.54cm, plastic
			72. visualizes, and represents, and finds the area of a rectangle and square in sq.cm and sq. m.	<b>M3ME-IVe-45</b>	1. BEAM LG Gr.3 Module 9 – Area 2. MTB-MLE Group – Teacher’s Guide 3. Mathematics for Everyday Use Grade 3. 1997. pp. 211-213*	4.
			73. solves routine and non-routine problems involving areas of squares and rectangles.	<b>M3ME-IVf-46</b>	1. Lesson Guide in Elem. Math 3 pp.398 – 405 2. BEAM LG Gr.3 Module 9 – Area 3. MTB-MLE Group – Teacher’s Guide	9.

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 394-402 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 398-402;402-406 6. Mathematics for Everyday Use Grade 3. 1997. pp. 215-216* 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 398-406 8. NFE Accreditation and Equivalency Learning Material. Perimeters and Areas. 1998. p. 24, 26	
			74. creates problems involving area of rectangle and square.	<b>M3ME-IVf-47</b>		
<b>Statistics and Probability</b>	demonstrates understanding of bar graphs and outcomes of an event using the terms sure, likely, equally likely, unlikely, and impossible to happen.	is able to create and interpret simple representations of data (tables and single bar graphs) and describe outcomes of familiar events using the terms sure, likely, equally likely, unlikely, and impossible to happen.	75. collects data on one <b>variable</b> using existing records.	<b>M3SP-IVg-1.3</b>	MTB-MLE Group – Teacher’s Guide	
			76. sorts, classifies, and organizes data in tabular form and presents this into a <b>vertical or horizontal bar graph.</b>	<b>M3SP-IVg-2.3</b>	1. Lesson Guide in Elem. Math 3 pp.430 – 433 2. BEAM LG Gr.4 Module 15 – Bar Graphs 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2012. pp. 430-434 5. Mathematics for Everyday Life Grade 4. 2000. pp. 220-223*	6.

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			77. infers and interprets data presented in different kinds of bar graphs (vertical/horizontal).	<b>M3SP-IVh-3.3</b>	1. Lesson Guide in Elem. Math 3 p.426 2. DLP Gr. 4 Module 88, 89 3. BEAM LG Gr.4 Module 15 – Bar Graphs 4. MTB-MLE Group – Teacher’s Guide 5. Mathematics for Everyday Use Grade 3. 1997. pp. 235-237* 6. Grade School Mathematics Grade 4. 2003. pp. 226-228* 7. Mathematics for Everyday Life Grade 4. 2000. pp. 216-219*	8.
			78. solves routine and non-routine problems using data presented in a single-bar graph.	<b>M3SP-IVh-4.3</b>		
			79. tells whether an event is sure, likely, equally likely, unlikely, and impossible to happen.	<b>M3SP-IVi-7.3</b>	MTB-MLE Group – Teacher’s Guide	
			80. describes events in real-life situations using the phrases “sure to happen,” “likely to happen,” “equally likely to happen,” “unlikely to happen,” and “impossible to happen”.	<b>M3SP-IVj-8.3</b>		

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Accuracy</b>	the quality of being correct and precise.
<b>Applying</b>	the skill of using concepts, procedures, algorithms and other mathematical constructs in practical situations and phenomena.
<b>Communicating</b>	the use of notations, symbols, figures, equations and functions to convey mathematical ideas.
<b>Computing</b>	the skill of calculating using correct algorithms, procedures and tools to arrive at a final exact result.
<b>Conjecturing</b>	the skill of formulating mathematical theories that still need to be proven.
<b>Connecting</b>	the skill of integrating mathematics to other school subjects and other areas in life.
<b>Constructivism</b>	the theory that knowledge is constructed when the learner is able to draw ideas from his/her own experiences and connects them to new ideas that are encountered.
<b>Context</b>	a locale, situation, or set of conditions of students that may influence their study and use of mathematics to develop critical thinking and problem solving skills.
<b>Cooperative Learning</b>	learning that is achieved by working with fellow learners as they all engage in a shared task.
<b>Creativity</b>	the skill of using available procedures in Mathematics and non-conventional methods to solve a problem and produce answers.
<b>Critical Thinking</b>	the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action (Scriven & Paul, 1987).
<b>Decision-making</b>	the skill of arriving at a choice or decision based on sound, logical procedures and mathematical analyses.
<b>Discovery Learning</b>	learning that is achieved by allowing students to discover new ideas using their experiences (Bruner, 1961).
<b>Estimating</b>	the skill of roughly calculating or judging a numerical value or quantity.
<b>Experiential Learning</b>	learning that occurs by making sense of direct everyday experiences (Kolb, 1984)
<b>Inquiry-based Learning</b>	learning that focuses on students asking questions and finding answers to their questions using their personal experiences.
<b>Knowing and Understanding</b>	meaningful acquisition of concepts that include memorizing and recalling of facts and procedures
<b>Mathematical Problem Solving</b>	finding a solution to a problem that is unknown (Polya, 1945 & 1962).
<b>Modeling</b>	the use of functions and graphs to represent relationships between and among quantities in a phenomenon.
<b>Objectivity</b>	the quality of judging, evaluating and making decisions based on mathematical facts and results without being influenced by subjective conditions.

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Perseverance</b>	firmness in finishing a task despite difficulties and obstacles.
<b>Productivity</b>	the quality of pursuing an activity to arrive at a meaningful and useful result or product.
<b>Proving</b>	the skill of demonstrating the truth or falsity of a theory using reasoning and arguments.
<b>Reasoning</b>	the process of explaining using sound analyses, following the rules of logic.
<b>Reflective Learning</b>	learning that is facilitated by deep thinking.
<b>Representing</b>	the use of figures and shapes, variables, equations and functions to concretize and illustrate quantities and their relationships.
<b>Situated Learning</b>	learning in the same context in which concepts and theories are applied.
<b>Solving</b>	to find the answer to an algebraic or mathematical problem using any procedures and tools available.
<b>Visualizing</b>	using one's creativity and imagination to produce images, pictures and other means to represent and understand mathematical concepts (MATHTED & SEI, 2010).



## K to 12 BASIC EDUCATION CURRICULUM

### Code Book Legend

Sample: **M7AL-IIg-2**

LEGEND		SAMPLE		DOMAIN/ COMPONENT	CODE
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Mathematics	<b>M7</b>	Number Sense	NS
	Grade Level	Grade 7		Geometry	GE
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Patterns and Algebra	<b>AL</b>	Patterns and Algebra	AL
			-		
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Second Quarter	<b>II</b>	Measurement	ME
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week seven	<b>g</b>		
			-		
<b>Arabic Number</b>	Competency	Solves problems involving algebraic expressions	<b>2</b>	Statistics and Probability	SP

## K to 12 BASIC EDUCATION CURRICULUM

### REFERENCES

- Akihiko Takahashi, Ted Watanabe, and Makoto Yoshida. *English Translation of the Japanese Mathematics Curricula in the course of Study*, (Madison: Global Education Resources L.L.C., 2008). [http://ncm.gu.se/media/kursplaner/andralander/Japanese\\_COS2008Math.pdf](http://ncm.gu.se/media/kursplaner/andralander/Japanese_COS2008Math.pdf)
- "Australian Math Curriculum," Australian Curriculum, Assessment and Reporting Authority, accessed May 23, 2013, <http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?layout=1&y=1&y=2&y=3&y=4&y=5&y=6&s=NA&s=MG&s=SP>
- Bureau of Elementary Education, *2002 Basic Education Curriculum*, (Pasig City: Department of Education, 2002)
- Bureau of Secondary Education, Department of Education. *Basic Education Curriculum*. Pasig City, 2002.
- Bureau of Secondary Education, Department of Education Culture and Sports. *Desired Learning Competencies New Secondary Education Curriculum* Pasig City, 1991.
- Bureau of Secondary Education, Department of Education Culture and Sports. *Desired Learning Competencies Philippine Secondary Schools Learning Competencies*. Pasig City, 1998.
- Bureau of Secondary Education, Department of Education. *Secondary Education Curriculum*. Pasig City, 2010.
- California Department of Education, *California Common Core States Standard: Mathematics (Electronic Edition)*, (California: Department of Education, 2013, 2014), <http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>
- Ministry of Education Singapore, *Mathematics Syllabus Primary*, (Singapore: Ministry of Education, 2006). <https://www.moe.gov.sg/docs/default-source/document/education/syllabuses/sciences/files/2007-mathematics-%28primary%29-syllabus.pdf>
- South Africa Math Curriculum, *Curriculum and Policy Statement*, (South Africa: Department of Basic Education, 2011), <file:///C:/Users/BLimuaco/Downloads/CAPS%20IP%20%20MATHEMATICS%20GR%204-6%20web.pdf>