

**GRADE 3 – QUARTER 1**

<b>CONTENT DOMAIN</b>	<b>CONTENT STANDARDS</b> <i>The learners should have knowledge and understanding of ...</i>	<b>LEARNING COMPETENCIES</b> <i>The learners ...</i>
<b>Measurement and Geometry (MG)</b>	<ol style="list-style-type: none"> <li>1. areas of squares and rectangles.</li> <li>2. points, lines, line segments, and rays.</li> <li>3. parallel, perpendicular, and intersecting lines.</li> </ol>	<ol style="list-style-type: none"> <li>1. illustrate and estimate the area of a square or rectangle using square tile units.</li> <li>2. explore inductively the derivation of the formulas for the areas of a square and a rectangle using square tile units.</li> <li>3. find the areas of squares and rectangles in sq. cm and sq. m.</li> <li>4. solve problems involving areas of squares and rectangles.</li> <li>5. recognize, using models, and draws a point, line, line segment, and ray.</li> <li>6. recognize and draw parallel, intersecting, and perpendicular lines.</li> <li>7. identify and draw line segments of equal length using a ruler.</li> </ol>
<b>Number and Algebra (NA)</b>	<ol style="list-style-type: none"> <li>4. whole numbers up to 10 000.</li> <li>5. ordinal numbers up to 100th.</li> </ol>	<ol style="list-style-type: none"> <li>8. represent numbers up to 10 000 using pictorial models and numerals.</li> <li>9. read and write numbers up to 10 000 in numerals and in words.</li> <li>10. describe the position of objects using ordinal numbers up to 100th.</li> <li>11. determine               <ol style="list-style-type: none"> <li>a. the place value of a digit in a 4-digit number,</li> <li>b. the value of a digit, and</li> <li>c. the digit of number, given its place value.</li> </ol> </li> <li>12. round numbers to the nearest ten, hundred, or thousand.</li> <li>13. compare numbers up to 10 000 using the symbols =, &gt;, and &lt;.</li> <li>14. order numbers up to 10 000 from smallest to largest, and vice versa.</li> </ol>
<p><b>Performance Standards</b></p> <p><i>By the end of the quarter, the learners are able to ...</i></p> <ul style="list-style-type: none"> <li>• determine the area of squares and rectangles. (MG)</li> <li>• recognize and draw points, lines, lines segments, rays, and parallel and perpendicular lines. (MG)</li> <li>• represent, round, compare, and order numbers up to 10 000. (NA)</li> </ul>		

**GRADE 3 – QUARTER 2**

<b>CONTENT DOMAIN</b>	<b>CONTENT STANDARDS</b> <i>The learners should have knowledge and understanding of ...</i>	<b>LEARNING COMPETENCIES</b> <i>The learners ...</i>
<b>Measurement and Geometry (MG)</b>	1. measures of mass and capacity.	1. measure mass in grams (g), kilograms (kg) and/or milligrams (mg), using appropriate measuring tools. 2. estimate mass of an object using grams, kilograms, and/or milligrams. 3. compare masses of objects including the use of a balance scale. 4. measure capacity in liters (L) and/or milliliters (mL), using appropriate measuring tools. 5. estimate capacity using liters and/or milliliters. 6. compare capacities of two containers.
<b>Number and Algebra (NA)</b>	2. addition and subtraction of numbers of up to 4 digits and money up to ₱10 000.	7. read and write money in words and using: a. Philippine currency symbols (₱ and PhP) up to ₱10 000, and b. the centavo sign. 8. add numbers with sums up to 10 000, with and without regrouping. 9. estimate the sum of addends with up to 4 digits. 10. solve problems involving addition of numbers with sums up to 10 000, including problems involving money. 11. subtract numbers, where both numbers are less than 10 000, with and without regrouping. 12. estimate the difference of two numbers of up to 4 digits. 13. perform addition and subtraction of 3 to 4 numbers of up to 2 digits, observing correct order of operations. 14. solve problems involving addition and subtraction with 3 to 4 numbers of up to 2 digits, including problems involving money.
<p><b>Performance Standards</b></p> <p><i>By the end of the quarter, the learners are able to ...</i></p> <ul style="list-style-type: none"> <li>• measure, estimate, and compare mass of objects. (MG)</li> <li>• measure and estimate capacity. (MG)</li> <li>• add and subtract whole numbers (including amounts of money) of up to 4 digits. (NA)</li> </ul>		

**GRADE 3 – QUARTER 3**

<b>CONTENT DOMAIN</b>	<b>CONTENT STANDARDS</b> <i>The learners should have knowledge and understanding of ...</i>	<b>LEARNING COMPETENCIES</b> <i>The learners ...</i>
<b>Data and Probability (DP)</b>	<ol style="list-style-type: none"> <li>1. data presented in tables and single bar graphs.</li> <li>2. outcomes from experiments and real-life situations.</li> </ol>	<ol style="list-style-type: none"> <li>1. collect data from experiments with a small number of possible outcomes (e.g., rolling a die or tossing a coin).</li> <li>2. present data in tables and single bar graphs (horizontal and vertical).</li> <li>3. interpret data in tables and single bar graphs (horizontal and vertical).</li> <li>4. solve problems using data presented in a single bar graph (horizontal and vertical).</li> <li>5. describe and compare outcomes in real-life situations using the following terms: equally likely, less/least likely, more/most likely, certain, and impossible.</li> </ol>
<b>Number and Algebra (NA)</b>	<ol style="list-style-type: none"> <li>3. multiplication using 6, 7, 8, and 9 multiplication tables.</li> <li>4. properties of multiplication</li> <li>5. multiplication of numbers with and without regrouping</li> <li>6. estimation of products of two numbers by first rounding to the nearest multiple of 10.</li> <li>7. determination of missing terms contained in repeating and increasing patterns, and repeating and decreasing patterns.</li> <li>8. generation of repeating and increasing patterns, and repeating and decreasing patterns.</li> </ol>	<ol style="list-style-type: none"> <li>6. multiply numbers using the 6, 7, 8, and 9 multiplication tables.</li> <li>7. illustrate and apply properties of multiplication for the 6, 7, 8, and 9 multiplication tables:               <ol style="list-style-type: none"> <li>a. one multiplied by any number is equal to the number;</li> <li>b. zero multiplied by any number is zero;</li> <li>c. changing the order of the numbers being multiplied does not change the product;</li> <li>d. changing the grouping of the numbers being multiplied does not change the product; and</li> <li>e. multiplying the sum of two addends by a number is the same as the sum of the products of a number by each addend.</li> </ol> </li> <li>8. multiply numbers with and without regrouping:               <ol style="list-style-type: none"> <li>a. 2- to 3-digit numbers by a 1-digit number, and</li> <li>b. 2- to 4-digit numbers by a number whose leading digit is the only non-zero digit, with products up to 10 000.</li> </ol> </li> <li>9. estimate the product of 2- to 3-digit numbers by 1- to 2-digit numbers by estimating the factors using multiples of 10.</li> <li>10. solve 1-to 2-step multiplication problems, including problems involving money.</li> <li>11. determine the missing term/s in a pattern with repeating and increasing components or repeating and decreasing components (e.g., 1a, 1b, 1c, 2a, 2b, 2c, ...).</li> <li>12. explain how to generate a given pattern with repeating and increasing components or repeating and decreasing components.</li> </ol>
<p><b>Performance Standards</b>  <i>By the end of the quarter, the learners are able to ...</i></p> <ul style="list-style-type: none"> <li>• present and interpret data in tables and single bar graphs. (DP)</li> </ul>		

<b>CONTENT DOMAIN</b>	<b>CONTENT STANDARDS</b> <i>The learners should have knowledge and understanding of ...</i>	<b>LEARNING COMPETENCIES</b> <i>The learners ...</i>
		<ul style="list-style-type: none"> <li>• describe and compare outcomes of events. (DP)</li> <li>• multiply using 6, 7, 8, and 9 multiplication tables. (NA)</li> <li>• illustrate and applies properties of multiplication. (NA)</li> <li>• multiply numbers with and without regrouping. (NA)</li> <li>• estimate products of two numbers by first rounding to the nearest multiple of 10. (NA)</li> <li>• find a missing term and generate repeating and increasing patterns, and repeating and decreasing patterns. (NA)</li> </ul>

**GRADE 3 – QUARTER 4**

<b>CONTENT DOMAIN</b>	<b>CONTENT STANDARDS</b> <i>The learners should have knowledge and understanding of ...</i>	<b>LEARNING COMPETENCIES</b> <i>The learners ...</i>
<b>Number and Algebra (N/A)</b>	<ol style="list-style-type: none"> <li>1. division using the 6, 7, 8, and 9 multiplication tables.</li> <li>2. division of 2- to 4-digit numbers.</li> <li>3. estimation of quotients by first rounding the divisor and dividend to the nearest multiple of 10.</li> <li>4. addition and subtraction of similar fractions.</li> </ol>	<ol style="list-style-type: none"> <li>1. illustrate division through equal jumps on the number line and as inverse of multiplication.</li> <li>2. divide numbers using the 6, 7, 8, and 9 multiplication tables.</li> <li>3. find the missing number in a number sentence involving multiplication or division by 6, 7, 8, and 9 (e.g., <math>\_ \times 7 = 56</math>; <math>56 \div \_ = 7</math>).</li> <li>4. divide numbers with and without remainder:               <ol style="list-style-type: none"> <li>a. 2- to 3-digit numbers by 1-digit number without remainder,</li> <li>b. 2-digit numbers by 1-digit number with remainder, and</li> <li>c. 2- to 4-digit numbers by 10,100, and 1000.</li> </ol> </li> <li>5. estimate the quotient of 2- to 3-digit numbers divided by 1- to 2-digit numbers, using multiples of 10 or 100 as appropriate</li> <li>6. solve division problems involving 2- to 3 -digit numbers by a 1-digit number, including problems involving money.</li> <li>7. represent fractions that are equal to one and greater than one using models.</li> <li>8. add and subtract similar fractions using models.</li> </ol>
<b>Measurement and Geometry (M/G)</b>	<ol style="list-style-type: none"> <li>5. line symmetry.</li> <li>6. resulting figure after a translation.</li> </ol>	<ol style="list-style-type: none"> <li>9. describe and draw the effect of a two-direction multi-step slide (or translation) in basic shapes and figures.</li> <li>10. identify shapes or figures that show line symmetry by drawing the line of symmetry.</li> <li>11. complete a figure that is symmetric with respect to a line.</li> </ol>
<p><b>Performance Standards</b></p> <p><i>By the end of the quarter, the learners are able to ...</i></p> <ul style="list-style-type: none"> <li>• use the 6, 7, 8, and 9 multiplication tables to divide numbers. (N/A)</li> <li>• divide 2- to 4-digit numbers. (N/A)</li> <li>• estimate quotients by first rounding the divisor and dividend to the nearest multiple of 10. (N/A)</li> <li>• add and subtract similar fractions. (N/A)</li> <li>• identify a symmetrical shape and draw the line of symmetry. (M/G)</li> </ul>		