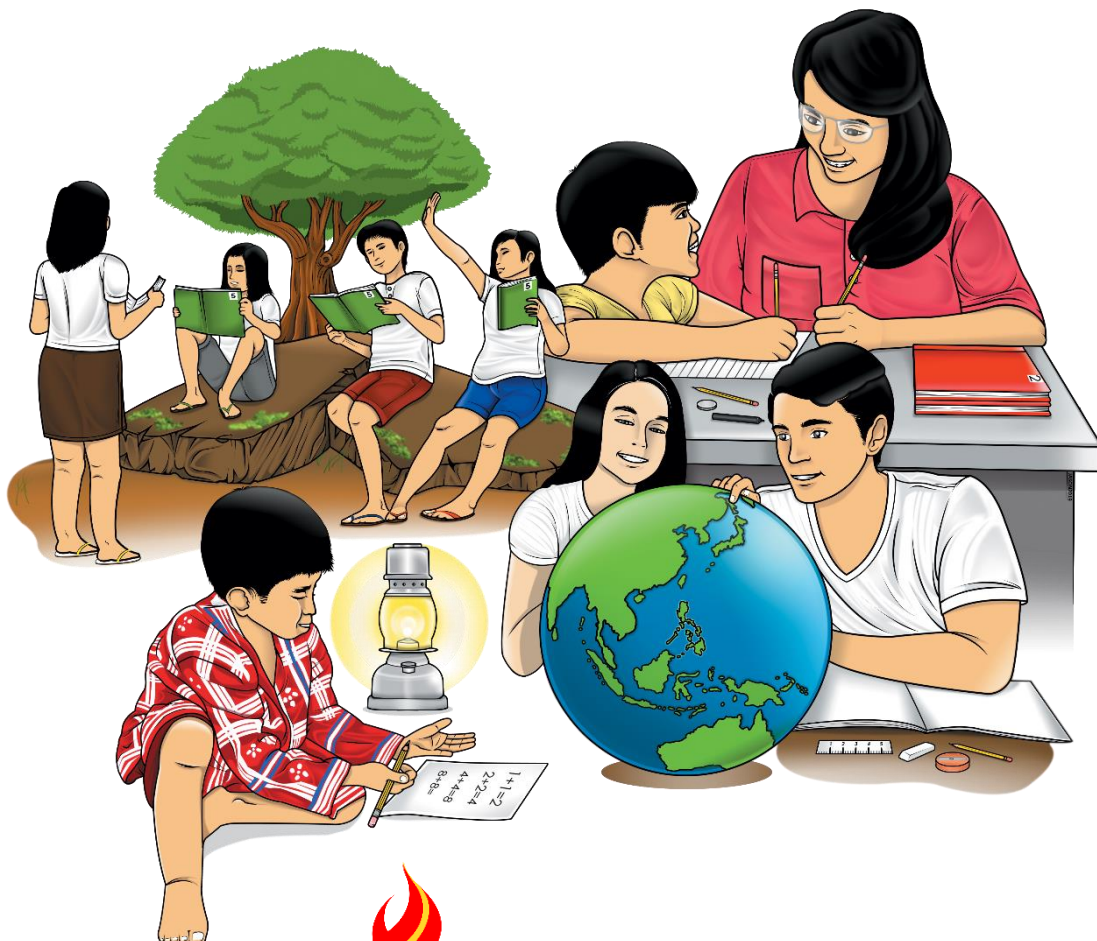


# Mathematics

## Quarter 1 – Module 3:

### Reading and Writing Numbers



**Mathematics – Grade 3**  
**Alternative Delivery Mode**  
**Quarter 1 – Module 3: Reading and Writing Numbers**  
**First Edition, 2020**

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**Development Team of the Module**

**Author:** Dante T. Nucos

**Editors:** Arnel S. Zaragosa, Jeremias C. Ceniza, Gina F. Silvestre, Ph.D., Elma C. Prudente, Annie Fel Lingatong, Edgardo Dondon S. Lorenzo, Ailyn V. Ponce

**Reviewers:** Helen C. Ugay, Evelyn P. Lucas, Bryan Ephraem E. Miguel,  
Hazel G. Basa, Mike M. Leopardas, Menard M. Arenas

**Illustrators:** Dennis Macaubos, Alfie Valenteros, Christian Loyd Alfuerio, Pit Ybanez

**Layout Artist:** Menard M. Arenas

**Management Team:** Allan G. Farnazo

Alona C. Uy

Mary Jeanne B. Aldeguer

Maria Gina F. Flores

Analiza C. Almazan

Arnel S. Zaragosa

Ma. Cielo D. Estrada

Jeremias C. Ceniza

Maria Liza I. Berandoy

Illuminado T. Boiser

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**Department of Education – Region XI**

Office Address: F. Torres St., Davao City

Telefax: (082) 291-1665; (082) 221-6147

E-mail Address: region11@deped.gov.ph \* lrms.regionxi@deped.gov.ph

# Mathematics

Quarter 1 – Module 3:  
Reading and Writing Numbers

## Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



## *What I Need to Know*

This module is designed and written with you in mind. This is to help you understand how to read and write numbers. 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. Read and write numbers from 1 up to 10 000 in symbols and in words (**M3NS-Ia-9.3**).

Enjoy your journey. Good luck!



### *Notes to the Teacher*

To the facilitator of this learning module, kindly encourage the learners and parents to impose extra care of this module for prolong use of them and for the use of the succeeding learners. Kindly instruct the learners to write their answers on a separate sheet because some contents of this module have pre-test, review, assessment, post-test, and additional activity that need to be answered by the learners. If the learners need additional examples, please give them examples similar to the activity found in the module. After the learners answered this module, invite them to have self-checked using the answer keys found at the last page of this module.



## *What I Know*

Choose the letter of the correct answer. Write your answer on a separate sheet of paper.

1. Write **5 234** in words.
  - a. Five thousand, two hundred twenty-four
  - b. Five thousand, two hundred thirty-four
  - c. Five thousand, three hundred thirty-four
  - d. Five thousand, three hundred twenty-four
2. Write **six thousand, nine hundred eighty-four** in symbols.
  - a. 6 984
  - b. 6 948
  - c. 6 894
  - d. 6 498

3. Write **eight thousand, seventy** in symbols.

Answer:\_\_\_\_\_

4. Write **9 001** in words.

Answer:\_\_\_\_\_

5. Study the data below and answer the question that follows:

Foods	Quantity
Sandwiches	3 413
Biscuits	5 869
Cupcakes	1 724
Star breads	6 012

Which food has the greater number? Write its number in words.

Answer:\_\_\_\_\_

## Lesson

# Reads and writes numbers up to 10 000 in symbols and in words.

This lesson is not new to you because you learned reading and writing numbers when you were in Grade 2, but it was up to 1 000 only. In this lesson, you will know how to read and write numbers up to 10 000 using appropriate strategies.



## *What's In*

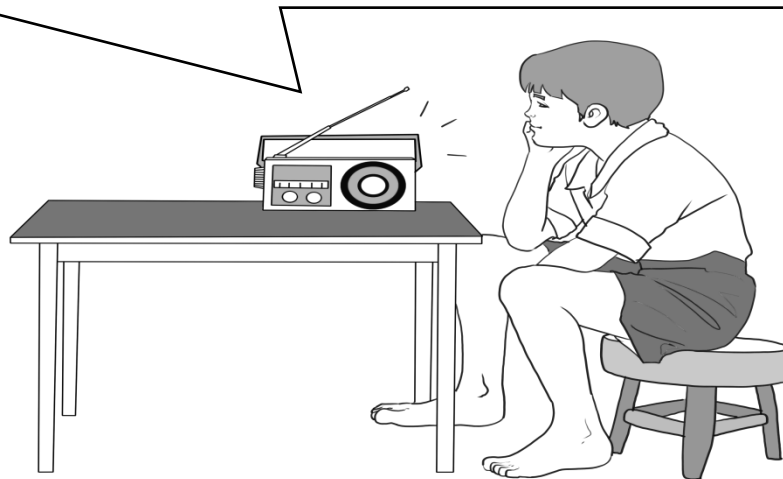
Choose the letter of the correct answer. Write the chosen letter on a separate sheet of paper.

1. What is 6 780 written in expanded form?  
a)  $6 + 7 + 8 + 0$   
b)  $6\ 000 + 700 + 8 + 0$   
c)  $6\ 000 + 700 + 80 + 0$   
d)  $600 + 600 + 80 + 0$
2. What is the place value of 7 in the number 5 745?  
a) Ones  
b) Tens  
c) Hundreds  
d) Thousands
3. What is the value of 4 in the number 4 562?  
a) 4  
b) 40  
c) 400  
d) 4,000
4. What is 1 731 in words?  
a) one hundred, seven thousand, thirty-one  
b) one thousand, seven thousand thirty-one  
c) one hundred, seven hundred thirty-one  
d) one thousand, seven hundred thirty-one
5. Write **two thousand, forty-six** in symbol.  
a) 246  
b) 2 460  
c) 2 046  
d) 2 406



## *What's New*

The Philippines, particularly in Regions I, III, IV, NCR and CAR was hit by the Typhoon Tisoy. A total of 60 evacuation centers are currently hosting **one thousand, one hundred six** families with **five thousand, four hundred seventy-nine** persons. Twenty-three people are reported dead with 12 injured and three are missing.



Ricky was listening to a radio. He heard something about the Typhoon Tisoy. Then Ricky wrote down on the paper the number of families and number of people being affected by the typhoon:

- ▶ Number of families = 1 106
- ▶ Number of people = 5 479

Questions:

1. Did Ricky correctly record the number of affected families?
2. How did you know that it is correct or not?





## *What is It*

Do you want to read and write numbers? Here are the ways to do it.

First, you should know how to identify **Place Value** and **Value** of the digits of the 3- to 4-digit numbers.

Second, you should know how to write number in **expanded form**.

These are the necessary knowledge in order to read and write numbers in symbols and in words.

Study the **place value** chart. Let us write the given number of affected families.

Numbers	Place Value			
	Thousands	Hundreds	Tens	Ones
1 106	1	1	0	6
5 479	5	4	7	9

Each digit has a **value** which can be solved by multiplying the digit by its **place value** as shown below.

<u>Digit</u>		<u>Place Value</u>		<u>Value</u>
5	x	1 000	=	5 000
4	x	100	=	400
7	x	10	=	70
9	x	1	=	9

We can now write the given number in expanded form by adding the **value** of each digit.

5 479 in expanded form is $5\,000 + 400 + 70 + 9$
---

Another Example: Write the expanded form of 1 106.

Look at the chart above to determine the place value of its digit. Using the place value of each digit, we can express the given number into its expanded form.

$$1\ 106 = \underline{1 \times (1000)} + \underline{1 \times (100)} + \underline{0 \times (10)} + \underline{6 \times (1)}$$

Answer:  $1\ 106 = 1\ 000 + 100 + 0 + 6$

Now that you know how to write numbers in expanded form, you can already **write the number in words** by following the steps:

- Step 1.** Identify the place value of the digits of the given number.  
**Step 2.** Write its expanded form by adding the value of each digit.  
**Step 3.** Write the number in words equivalent to the values in expanded form.  
**Step 4.** Write the final answer.

Example: Write 5 649 in words.

**Step 1.**

Place value: 5(thousands), 6(hundreds), 4(tens), 9(ones)

**Step 2.**

Expanded form: 5 000 + 600 + 40 + 9

**Step 3.**

Number words: Five thousand, six hundred forty – nine

**Step 4.** Final answer:

Five thousand, six hundred forty-nine.

Note that there is an exemption in writing the equivalent number in words from the expanded form containing zero in any of the place values. This will happen if the expanded form in each place has the following:

Case 1:

If there is only zero in any of the place values, leave it blank. Instead, write only the number in words of the values containing non-zero.

Example: write 3 010 in words.

Step 1. Place value:

3(thousands), 0(hundreds) 1(tens) 0(ones)

Step 2. Expanded form:  $\begin{array}{c} \underline{3\,000} \\ \downarrow \end{array} + \begin{array}{c} \underline{0} \\ \downarrow \end{array} + \begin{array}{c} \underline{10} \\ \downarrow \end{array} + \begin{array}{c} \underline{0} \\ \downarrow \end{array}$

Step 3. Number words: Three thousand, \_\_\_\_\_ ten \_\_\_\_\_

Step 4. Final answer: Three thousand, ten.

Case 2:

If it has the **value** of 10 in the tens place and **non-zero** in the ones place. In this case, add the tens and ones, then write the number in words equivalent to that number in symbols.

Example: write 7 016 in words.

Step 1: Place value:

7(thousands), 0(hundreds) 1(tens) 6(ones)

Step 2: Expanded form:  $\begin{array}{c} \underline{7,000} \\ \downarrow \end{array} + \begin{array}{c} \underline{0} \\ \downarrow \end{array} + \begin{array}{c} \underline{10} \\ \downarrow \end{array} + \begin{array}{c} \underline{6} \\ \downarrow \end{array}$   
 $\begin{array}{c} \underline{7,000} \\ \downarrow \end{array} + \begin{array}{c} \underline{0} \\ \downarrow \end{array} + \begin{array}{c} \underline{16} \\ \downarrow \end{array}$

Step 3: Number in words: Seven thousand, \_\_\_\_\_ sixteen

Step 4: Final answer: Seven thousand, sixteen.

In writing the number in symbols equivalent to the number in words, you should take the reverse process of the above examples as shown in the following steps:

**Step 1.** Determine the **place value** in the number in words.

**Step 2.** Write the **expanded form**.

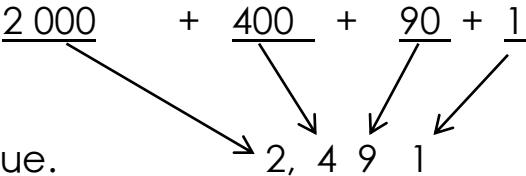
It is based on the values found in the number in words.

**Step 3.** Identify the **first digit** (from the left) in each value.  
Then write the final answer.

Example: Write **two thousand, four hundred ninety-one** in symbols.

Step 1: Place value. two thousand, four hundred ninety-one  
2(thousands), 4(hundreds) 9(tens) 1(ones)

Step 2: Expanded form.  $\underline{2\,000} + \underline{400} + \underline{90} + \underline{1}$



Step 3: First digit of each value. 2, 4 9 1

Final answer :

**2 491**

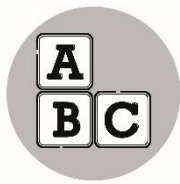
In some cases, if one of its place values is missing, put a zero to complete the expanded form.

Example: Write **nine thousand, four hundred one** in symbols.

Step 1: Place value. 9(thousands), 4(hundreds) 0(tens) 1(ones)

Step 2: Expanded form.  $\underline{9\,000} + \underline{400} + \underline{0} + \underline{1}$

Step 3: First digits. **9 401**



## *What's More*

### Activity 1

Match each number in words with the equivalent number in symbols. Write only the letter of the correct answer on a separate sheet.

- |   |          |
|---|----------|
| 1. eight thousand, forty-four               | a. 4 119 |
| 2. seven thousand, three hundred sixty-nine | b. 5 555 |
| 3. five thousand, five hundred fifty-five   | c. 1 980 |
| 4. two thousand, ten                        | d. 6 432 |
| 5. one thousand, nine hundred eighty        | e. 8 044 |
| 6. six thousand, four hundred thirty-two    | f. 9 017 |
| 7. three thousand, six hundred              | g. 8 902 |
| 8. nine thousand, seventeen                 | h. 2 010 |
| 9. four thousand, one hundred nineteen      | i. 7 369 |
| 10. eight thousand, nine hundred two        | j. 3 600 |



## *What I Have Learned*

In reading and writing number in words up to 10, 000 simply follow the following steps:

**Step 1.** Identify the place value of the digits of the given number.

**Step 2.** Write its expanded form by adding the value of each digit.

**Step 3.** Write the number in words equivalent to the values in expanded form.

**Step 4.** Write the final answer.

In reading and writing number in symbols, you should take the reverse process of the above steps or simply follow the following steps:

**Step 1.** Determine the **place value** in the number in words.

**Step 2.** Write the **expanded form**.

It is based on the values found in the number in words.

**Step 3.** Identify the **first digit** (from the left) in each value.  
Then Write the final answer.



## *What I Can Do*

Write each number in symbols to its equivalent number in words.

1) 7 273 \_\_\_\_\_

\_\_\_\_\_

2) 4 981 \_\_\_\_\_

\_\_\_\_\_

3) 9 606 \_\_\_\_\_

\_\_\_\_\_

Write each number in words to its equivalent number in symbols.

4) five thousand, two hundred eighty-five

Answer:\_\_\_\_\_

5) eight thousand, two hundred fifty-nine

Answer:\_\_\_\_\_



## Assessment

Multiple Choice. Choose the letter of the correct answer. Write the chosen letter on a separate sheet of paper.

1. What is **7 405** written in words?
  - a. Seven thousand, four hundred zero five
  - b. Seven thousand, four hundred five
  - c. Seven thousand, forty-five
  - d. Seven thousand, four zero five
2. What is **eight thousand, five hundred thirty-nine** in symbols?
  - a. 8 359
  - b. 8 395
  - c. 8 539
  - d. 8 593
3. The height of Mt. Apo is **2 954** meters above sea level. Write this number in words.

Answer: \_\_\_\_\_

4. The Philippine archipelago consists of **seven thousand, one hundred seven** islands. Write this number in symbol.

Answer: \_\_\_\_\_

5. Study the table below.

Months	Number of Sandwiches Sold in Months
June	2 423
July	2 345
September	2 834

Which month has the lesser number of sold sandwiches?  
Write the number in words.

Answer: \_\_\_\_\_





## *Additional Activities*

A. Read the following problems and write your answer on a separate sheet of paper.

1. Robert has collection of **5 125** stamps. His friend, John, has **9 456** stamps. How many stamps were collected by John? Write the number in words.

Answer: \_\_\_\_\_  
\_\_\_\_\_

2. Typhoon Pablo hit Davao Oriental last December 4, 2012. It was reported that there were 1 067 died and 834 were missing people all over the Philippines. How many people actually died excluding the missing people? Write the number in words.

Answer: \_\_\_\_\_  
\_\_\_\_\_

3. Two friends are talking to each other. Maria said, "I have **six thousand, ninety-four** friends in my Facebook account." Then, Maya said, "Yes I have many friends, too. I have **four thousand, eight hundred seven** friends in my Skype account." Determine which number of friends is lesser. Write that number in symbols below.

Answer: \_\_\_\_\_



## Answer Key

<p><b>What I Can Do</b></p> <ol style="list-style-type: none"><li>1. Seven thousand, two hundred seventy-three</li><li>2. Four thousand, nine hundred eighty-one</li><li>3. Nine thousand, six hundred six</li><li>4. 5, 285</li><li>5. 8, 259</li></ol>	<p><b>What's In</b></p> <ol style="list-style-type: none"><li>1. C</li><li>2. C</li><li>3. D</li><li>4. D</li><li>5. C</li></ol>
<p><b>What I Know</b></p> <ol style="list-style-type: none"><li>1. B</li><li>2. A</li><li>3. 8,070</li><li>4. Nine thousand, one</li><li>5. Six thousand, twelve</li></ol>	<p><b>What's More</b></p> <ol style="list-style-type: none"><li>1. E</li><li>2. I</li><li>3. B</li><li>4. H</li><li>5. C</li><li>6. D</li><li>7. J</li><li>8. F</li><li>9. A</li><li>10. G</li></ol>
<p><b>Assessment</b></p> <ol style="list-style-type: none"><li>1. B</li><li>2. C</li><li>3. Two thousand, nine hundred fifty-four</li><li>4. 7,107</li><li>5. Two thousand, three hundred forty-five.</li></ol>	<p><b>Additional Activity</b></p> <ol style="list-style-type: none"><li>1. Nine thousand, four hundred fifty-six</li><li>2. One thousand, sixty-seven</li><li>3. 4,807</li></ol>

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**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](mailto:blr.lrqad@deped.gov.ph) \* [blr.lrpd@deped.gov.ph](mailto:blr.lrpd@deped.gov.ph)