



MATATAG
K to 10
Curriculum
Weekly Lesson
Log

School:		Grade Level:	3	
Name of Teacher		Learning Area:	Mathematics	
Teaching Dates and Time:	AUGUST 4-8, 2025 (WEEK 8)		Quarter:	First

	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
A. Content: Numbers and Algebra				
B. Content Standards	The learners should have knowledge and understanding of whole numbers up to 10 000.			
C. Performance Standards	By the end of the quarter, the learners are able to represent, round, compare, and order numbers up to 10 000.			
D. Learning Competencies	The learners are able to: <ul style="list-style-type: none"> compare numbers up to 10 000 using the symbols =, >, and <; and order numbers up to 10 000 from smallest to largest, and vice versa. 			
E. Learning Objectives	At the end of the lesson, the learners compare numbers, with different number of digits, up to 10 000 using the symbols = (equal to), > (greater than) or < (less than).	At the end of the lesson, the learners compare numbers, with the same number of digits, up to 10 000 using the symbols = (equal to), > (greater than) or < (less than).	At the end of the lesson, the learners order numbers up to 5 000 from smallest (least) to largest (greatest) and vice versa.	At the end of the lesson, the learners order numbers up to 10 000 from smallest (least) to largest (greatest) and vice versa.

<p>Activating Prior Knowledge</p>	<p>Have a review of place value and value of a digit in a number.</p> <p><i>The place value of a digit refers to the position of the digit in the number, while its value is the actual value of the digit in the number, determined by the digit's place value.</i></p>	<p>Discuss the answers to Assessment 1.</p> <p><i>Expected answers:</i></p> <ol style="list-style-type: none"> 1) $68 < 479$ 2) $572 > 9$ 3) $7\ 174 > 717$ 4) $968 = 968$ 5) $8\ 230 < 10\ 000$ <p>Have the learners explain their answers for each item.</p>	<p>Discuss the answers to Assessment 2.</p> <p><i>Expected answers:</i></p> <ol style="list-style-type: none"> 1) $68 < 79$ 2) $894 > 391$ 3) $579 > 572$ 4) $6\ 154 < 7\ 397$ 5) $9\ 687 = 9687$ 6) $8\ 309 < 8\ 369$ <p>Have the learners explain their answers for each item.</p>	<p>Discuss the answers to Assessment 3.</p> <p><i>Expected answers:</i></p> <ol style="list-style-type: none"> 1) 623, 671, 3 572, 3 579 2) 4 785, 4 572, 1 500, 673, 99 <p>Have the learners explain their answers for each item.</p>
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Thousands	Hundreds	Tens	Ones
			2

Thousands	Hundreds	Tens	Ones
		2	7

	<p>Show 1-digit, 2-digit, 3-digit, and 4-digit numbers, with the number 2 in different place values. Write them on a cardboard or Manila paper. Highlight the number 2 in each number. Post each chart one at a time.</p> <p>What is the place value of 2? <i>It is ones.</i></p> <p>What is its value? Why? <i>It is 2, because it is in the ones place.</i></p> <p>Post another number in a place value chart. Place it below the 1st chart.</p> <p>What is the place value of 2? <i>It is tens.</i></p> <p>What is its value? Why? <i>It is 20, because it is in the tens place.</i></p>			
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Thousands	Hundreds	Tens	Ones
	2	5	7

Post another number in a place value chart. Place it below the 2nd chart.

What is the place value of 2?

It is hundreds.

What is its value? Why? *It is 200, because it is in the hundreds place.*

Post another number in a place value chart. Place it below the 3rd chart.

Thousands	Hundreds	Tens	Ones
2	9	5	7

What is the place value of 2?

It is thousands.

What is its value? Why? *It is 2 000, because it is in the thousands place.*

Direct learners' attention to the value of 2 in each place value chart.

Emphasize that, as you move from left to right, the value of the digit 2 decreases - from the thousands place to the ones place. Explain that the

	value of a digit depends on its position in the number. Point			
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	to the digit 2 while saying its value in each place value.																	
Lesson Purpose/ Intention	To compare numbers up to 10 000, with different number of digits, using the symbols $>$, $<$ or $=$	To compare numbers up to 10 000, with the same number of digits, using the symbols $>$, $<$ or $=$	To order numbers up to 5 000 from smallest (least) to the largest (greatest) and vice versa	To order numbers up to 10 000 from smallest (least) to the largest (greatest) and vice versa														
Lesson Language Practice	more than, same, greater, greater than ($>$), less than ($<$), equal to ($=$), digits, place value of a digit, value of a digit	more than, same, greater, greater than ($>$), less than ($<$), equal to ($=$), digits, place value of a digit, value of a digit	greater than, less than, equal to, smallest, largest, least, greatest	greater than, less than, equal to, smallest, largest, least, greatest														
Reading the Key Idea/Stem																		
Developing Understanding of Key Ideas/ Stem	<p>The learners have learned comparing numbers up to 100 in grade 1 and comparing numbers up to 1 000 in grade 2. They compared numbers having different number of digits using the phrases greater than or less than. They also learned when two numbers are equal to each other. This time, in grade 3, they will use symbols to represent these phrases: “$>$” for greater than, “$<$” for less than, and “$=$” for equal to.</p> <p>Prepare the following materials beforehand: 1) number cards that you will</p>	<p>Say that in their lesson yesterday, they compared numbers with different number of digits.</p> <p>How do we compare numbers with different number of digits? <i>We compared the number of digits. The number with more digits is greater.</i></p> <p>Say that in today’s lesson, they will compare numbers with the same number of digits. Ask them to read the following symbols: $>$ “greater than” $<$ “less than” $=$ “equal to”</p>	<p>Post the situation on the board. Together with the learners read the given situation.</p> <p><u>Situation 1:</u> Four children collected used paper sheets for the recycling project of the school.</p> <table border="1"> <thead> <tr> <th>Name</th> <th>Number of used paper sheets</th> </tr> </thead> <tbody> <tr> <td>Reena</td> <td>256</td> </tr> <tr> <td>Matt</td> <td>98</td> </tr> <tr> <td>Alex</td> <td>2 340</td> </tr> <tr> <td>Girlie</td> <td>1 395</td> </tr> </tbody> </table> <p>If you arrange the numbers</p>	Name	Number of used paper sheets	Reena	256	Matt	98	Alex	2 340	Girlie	1 395	<p>Say that in their lesson yesterday, they ordered numbers from smallest (least) to largest (greatest) and vice versa up to 5 000. Today, they will order numbers from smallest (least) to largest (greatest) and vice versa up to 10 000.</p> <p>Prepare the following: 1) 12 number cards</p> <p><i>Example:</i></p> <table border="1"> <tr> <td>6 955</td> <td>6 475</td> <td>7 912</td> <td>10 000</td> </tr> </table>	6 955	6 475	7 912	10 000
Name	Number of used paper sheets																	
Reena	256																	
Matt	98																	
Alex	2 340																	
Girlie	1 395																	
6 955	6 475	7 912	10 000															

	<p>use in the lesson, with one number written on each card</p> <p>2) several copies of the comparison words "greater than", "less than", and</p>	<p>Prepare the following pairs of numbers to be compared on sheets of paper beforehand. Post one pair of numbers on the board.</p>	<p>of used paper sheets collected from smallest (least) to largest (greatest), what will be the order?</p>	<p>2) 2 sets of labels: smallest (least) and largest (greatest)</p> <p>Post the number cards randomly on one side of the</p>
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56	88	340	398
756	1 050	1 099	6 951

Thousands	Hundreds	Tens	Ones
		8	7
		9	8

“equal to” written on cards or sheets of paper

3) masking tape

Post the number cards and comparison cards on one side of the board using the masking tape. From these number cards, get two numbers with different number of digits and place them on the board for learners to compare. Focus first on “greater than.” Make sure the number on the left is greater than the number on the right for the first three examples.

Example 1:

24

 is

8

Ask a learner to get the comparison phrase from the board that describes the relationship between the two numbers and explain his/her answer.

24

 is greater than

8

Possible explanation:

- 24 is greater than 10 while 8 is less than 10.
- 24 has two digits while 8

Example 1:

87 _____ 98

Call on a learner to write his/her answer on the board and then explain it.

Expected answer:

87 < 98

The number 87 is less than 98 because 87 is 11 less than 98.

How many digits do the two numbers have? *Both numbers have two digits.*

Place the two numbers in a place value chart so that the learners can compare the numbers easily.

How do we compare the two numbers? *Since the two numbers have the same number of digits, we should compare first the tens digits (left digits). The number with a larger tens digit is greater. The value of 9 in 98 is 90, which is larger than the value of 8 in 87, which is 80.*

Tell the learners that today they are going to arrange numbers from smallest (least) to largest (greatest) and vice versa.

Have the learners recall the meaning of the words greatest and least.

What do we mean when we say the least number? *The least number is the number with the smallest value in a given set.*

What do we mean when we say the greatest number? *The greatest number is the number with the largest value in a given set.*

What does it mean to arrange the numbers from least to greatest? *It means arranging the numbers from one with the smallest value to the one with the largest value.*

When the numbers are arranged from least to greatest, they are said to be in increasing or ascending order. Conversely, when the numbers are arranged in

board. Call on five learners to get one card each and post them randomly on the board. You may specify what number to choose, say, one 2-digit number, two 3-digit numbers, and two 4-digit numbers.

Example:

56

756

340

7912

1050

Draw five blanks and put the label smallest (least) below the 1st blank and largest (greatest) below the 5th blank.

Smallest _____, _____, _____, _____, Largest
(Least) (Greatest)

Tell the learners that they will arrange the five numbers chosen by their classmates from smallest (least) to largest (greatest).

Before letting the learners to proceed, ask the following questions:

What does it mean to arrange numbers from least to greatest? *It means arranging the numbers in increasing or ascending order.*

	<i>has one digit.</i>		<i>increasing or ascending order, they are arranged from least to greatest.</i>
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	<p>• <i>The value of 2 in 24 is 20, which is larger than 8.</i></p> <p>Note: The learners have learned that when comparing two numbers with different number of digits, the number with more digits is greater.</p> <p>Get another pair of numbers from the number cards posted on the board.</p> <p><u>Example 2:</u></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px;">245</div> is <div style="border: 1px solid black; padding: 2px 10px;">85</div> </div> <p>Ask a learner to get the comparison phrase from the board that describes the relationship between the two numbers and explain his/her answer.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">245</div> is <u>greater than</u> <div style="border: 1px solid black; padding: 2px 10px;">85</div> </div>	<p>Confirm the correct answer. Have the learners read the statement.</p> <p style="text-align: center;">$87 < 98$ <i>read as "87 is less than 98"</i></p> <p>Post another pair of numbers.</p> <p><u>Example 2:</u></p> <p style="text-align: center;">415 ____ 769</p> <p>Call on a learner to write his/her answer on the board and then explain it.</p> <p><i>Expected answer:</i></p> <p style="text-align: center;">$415 < 769$</p> <p><i>The number 769 is more than 500 while 415 is less than 500.</i></p> <p>How many digits do the two numbers have? <i>Both numbers have three digits.</i></p> <p>How do we compare the two numbers? <i>Since the two numbers have the same number of digits, we should compare first their hundreds</i></p>	<p>Prepare the following beforehand:</p> <p>1) A chart on Manila paper with blanks as shown below.</p> <div style="text-align: center; margin: 10px 0;"> _____, _____, _____, _____ Smallest Largest (Least) (Greatest) </div> <p>2) Four number cards, with a number written on each card.</p> <p><u>Example:</u></p> <table style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="border: 1px solid black; width: 25%;">256</td> <td style="border: 1px solid black; width: 25%;">98</td> <td style="border: 1px solid black; width: 25%;">2 340</td> <td style="border: 1px solid black; width: 25%;">1 395</td> </tr> </table>	256	98	2 340	1 395	<p>What does it mean to arrange numbers from greatest to least? <i>It means arranging the numbers in decreasing or descending order.</i></p> <p>Have the learners work with their seatmate. Give them about 10 minutes to complete the task. Have a class discussion afterward.</p> <p><i>Expected answer:</i></p> <div style="text-align: center; margin: 10px 0;"> <table style="display: inline-table; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 10px;">56</td> <td style="border: 1px solid black; padding: 2px 10px;">340</td> <td style="border: 1px solid black; padding: 2px 10px;">756</td> <td style="border: 1px solid black; padding: 2px 10px;">1 050</td> <td style="border: 1px solid black; padding: 2px 10px;">7 912</td> </tr> <tr> <td style="font-size: small;">Smallest (Least)</td> <td></td> <td></td> <td></td> <td style="font-size: small;">Largest (Greatest)</td> </tr> </table> </div> <p>Call on one pair of learners to select the smallest (least) number and place it in its correct position. Have them explain their answer. <i>The smallest (least) number is 56 because it has only two digits. The value of its left digit is 50, which is lesser compared to those of the other numbers.</i></p> <div style="text-align: center; margin-top: 10px;"> <table style="display: inline-table; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 10px;">56</td> <td style="border: 1px solid black; padding: 2px 10px;">_____</td> <td style="border: 1px solid black; padding: 2px 10px;">_____</td> <td style="border: 1px solid black; padding: 2px 10px;">_____</td> </tr> <tr> <td style="font-size: small;">Smallest (Least)</td> <td></td> <td></td> <td style="font-size: small;">Largest (Greatest)</td> </tr> </table> </div>	56	340	756	1 050	7 912	Smallest (Least)				Largest (Greatest)	56	_____	_____	_____	Smallest (Least)			Largest (Greatest)
256	98	2 340	1 395																							
56	340	756	1 050	7 912																						
Smallest (Least)				Largest (Greatest)																						
56	_____	_____	_____																							
Smallest (Least)			Largest (Greatest)																							

	<p><i>Possible explanation:</i></p> <ul style="list-style-type: none"> • <i>245 is greater than 100 while 85 is less than 100.</i> • <i>245 has three digits while 85 has two digits.</i> 	<p><i>digits (leftmost digits). The number with a larger hundreds digit is greater. The value of 7 in 769 is 700, which is larger than the value of 4 in 415, which is 400.</i></p>	<p>Post the chart on Manila paper on the board and the four number cards randomly on the board.</p> <p>Tell the learners they will arrange the numbers from smallest (least) to largest (greatest).</p> <p style="text-align: center;"> _____ _____ </p> <p style="text-align: center;"> Smallest Largest </p> <p style="text-align: center;"> (Least) (Greatest) </p> <p>Which of the numbers is the least? Why? <i>It is 98 because it has only two digits, while the other numbers have either three or four digits. This means, it is the only number less than 100.</i></p>	<p>Confirm that the smallest number is 56. Call on another pair of learners to select the next number and place it in its correct position.</p>
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Thousands	Hundreds	Tens	Ones
		2	4
			8

- The value of 2 in 245 is 200, which is larger than 85.

Get another pair of numbers from the number cards posted on the board.

Example 3:

1 500 is 459

Ask a learner to get the comparison phrase from the board that describes the relationship between the two numbers and explain his/her answer.

1 500 is greater than 459

Possible explanation:

- 1 500 is greater than 1 000 while 459 is less than 1000.
- 1 500 has four digits while 459 has three digits.
- The value of 1 in 1 500 is 1 000, which is larger than 459.

Confirm the correct answer. Have the learners read the statement.

415 < 769
read as "415 is less than 769"

Post another pair of numbers.

Example 3:

9 732 _____ 8 361

Call on a learner to write his/her answer on the board and then explain it.

Expected answer:

9 732 > 8 361

The number 9 732 is more than 9 000 while 8 361 is less than 9 000.

How many digits do the two numbers have? *Both numbers have four digits.*

How do we compare the two numbers? *Since the two numbers have the same number of digits, we should*

Confirm the correct answer. Have the learners recall that the number with more digits is greater (or the number with less digits is lesser). Call on a learner to place that number card on the chart.

98 _____, _____, _____, _____
Smallest (Least) Largest (Greatest)

Which of the remaining numbers should be placed next? Why? *It is 256 because it has three digits, while the other two numbers have four digits. This means it is less than 1 000, while the other two numbers are greater than 1 000.*

Confirm the correct answer. Call on a learner to place that number card on the chart.

98 _____, 256 _____, _____, _____
Smallest (Least) Largest (Greatest)

Which of the two 4-digit numbers should be placed next? Why? *It is 1 395 because its leftmost digit or the thousands digit is smaller*

Have them explain their answer.

There are two 3-digit numbers, which are 340 and 756. We compared their leftmost or hundreds digits.

756 340

The hundreds digit of 340, which is 3, is less than that of 756, which is 7. The value of 3 in 340 is 300, while the value of 7 in 756 is 700. So, 340 is less than 756.

56 340 756 _____, _____, _____
Smallest (Least) Largest (Greatest)

Confirm that the next number is 340, followed by 756. Place 756 after 340 if the pair of learners only placed 340.

Call on another pair of learners to select the next number and place it in its correct position. Have them explain their answer.

We considered the two 4-digit numbers, which are 1 050 and 7 912. We compared their leftmost or thousands digits.

compare first their thousands

than that of 2 340. The value

7 912

1 050

Thousands	Hundreds	Tens	Ones
	4	1	5
	7	6	9

Thousands	Hundreds	Tens	Ones
	2	4	5
		8	5

Direct learners' attention to the three examples:

24 is greater than 8

245 is greater than 85

1 500 is greater than 459

Say that we can use the symbol ">" to represent the phrase "greater than." Write on the board, ">" greater than

Let the learners practice writing the symbol ">" for **greater than** on their show-me boards or in the air.

digits (leftmost digits). The number with a larger thousands digit is greater. The value of 9 in 9 732 is 9 000, which is larger than the value of 8 in 8 361, which is 8 000.

Thousands	Hundreds	Tens	Ones
9	7	3	2
8	3	6	1

Confirm the correct answer. Have the learners read the statement.

9 732 > 8 361
read as "9 732 is greater than 8 361"

of 1 in 1 395 is 1 000, while the value of 2 in 2 340 is 2 000.

Confirm the correct answer. Call on a learner to place the two remaining cards on the chart.

98 256 1 395 2 340

The leftmost digit of 1 050, which is 1, is less than that of 7 912, which is 7. The value of 1 in 1 050 is 1 000, while the value of 7 in 7 912 is 7 000. Thus, 1 050 is less than 7 912.

56	340	756	1 050	7 912
Smallest (Least)				Largest (Greatest)

Confirm that the next number is 1 050, followed by 7 912. Place 7 912 after 1 050 if the pair of learners only placed 1 050.

Get one card from the remaining cards posted on the board, say

1 099

We now have the following:

$$\boxed{24} \text{ is greater than } \boxed{8}$$
$$24 > 8$$

You can ask the learners to write the greater than symbol in each comparison.

Similarly,

$$\boxed{245} \text{ is greater than } \boxed{85}$$
$$245 > 85$$

Direct learners' attention to the three examples.

$$87 < 98$$
$$415 < 769$$
$$9\,732 > 8\,361$$

Ask the following:
What can you say about the number of digits in each pair?
Each pair has the same number of digits.

What do you observe about the left or leftmost digits in each pair? *The digits are not the same.*

Smallest (Least) Largest (Greatest)

Going back to the problem, if we will list the children who collected used paper sheets from the smallest (least) to the largest (greatest) number, the order will be:

Matt, Reena, Girlie, Alex

Pose a what if situation. What if I have this number?

$\boxed{251}$

Where should it be placed? Why? *It should be placed between 98 and 256. The number 251 is less than 256 because its ones digit is less than that of 256. So, 251 should be placed before 256. Now, the number 251 is*

Ask the learners where the number should be placed in the arrangement and let them explain why. *It should be placed between 1 050 and 7 912. The numbers 1 099 and 1 050 have the same thousands digit as well as hundreds digit. So, we have to compare their tens digits. Comparing their tens digits, 1 099 has a larger tens digit, than 1 050. The value of the digit 9 in 1 099 is 90, while the value of the digit 5 in 1 050 is 50. So, 1 099 is greater than*

$\boxed{2\,340}$

$\boxed{1\,395}$

1 500 is greater than 459
 $1\ 500 > 459$

Have the learners read the three comparisons.

This time, get another two pairs of numbers from the number cards posted on the board, one at a time, for the learners to compare. Make sure the number on the left is “less than” the number on the right for examples 4 and 5.

Example 4:

75 is less than 260

Ask a learner to get the comparison phrase from the board that describes the relationship between the two numbers and explain his/her answer.

75 is less than 260

Possible explanation:

- 75 is less than 100 while 260 is more than 100.
- 75 has two digits while 260 has three digits.
- The value of 2 in 260 is 200, which is larger than 75.

How do we compare numbers with the same number of digits but with different left or leftmost digits? We compare the left or leftmost digits. The number with a larger left or leftmost digit is greater.

Pose a what if situation. What if I have these numbers to compare? What is their relationship?

$3\ 175 \underline{\hspace{1cm}} 3\ 175$

Expected answer:

$3\ 175 \underline{=} 3\ 175$

Confirm the correct answer. Say that the two numbers are “equal to” each other. We use the symbol “=” to show that two numbers are equal. The value of the number on the left is the same as the value of the number on the right.

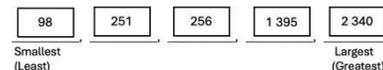
$3\ 175 \underline{=} 3\ 175$
read as “3 175 is equal to 3 175”

Have the learners read the comparison.

If time permits, give the following task. Otherwise,

greater than 98 because the value of its leftmost digit is 200, which is greater than 98. Besides, 251 has three digits as compared to 98, which has two digits. So, 98 should be placed before 251.

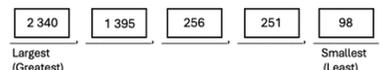
Expected answer:



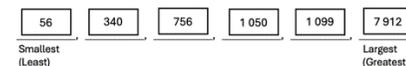
Have the learners read the numbers from smallest (least) to largest (greatest).

Tell the learners that, if the same numbers are to be arranged from largest (greatest) to smallest (least), simply reverse the order by arranging them from right to left.

You may prepare this chart beforehand. Post this chart below the previous chart.

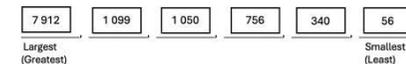


1 050. This means we have to place 1 050 before 1 099 in the arrangement. Now, 1 099 is less than 7 912 because 7 912 has a larger thousands digit than 1 099. The value of the digit 7 in 7 912 is 7 000, while the value of 1 in 1 050 is 1 000. This means we have to place 1 099 before 7 912 in the arrangement.



Have the learners read the numbers from smallest (least) to largest (greatest).

Tell the learners that, if the same numbers are to be arranged from largest (greatest) to smallest (least), simply reverse the order by arranging them from right to left.



		give this as homework.		
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Example 5:

is _____

Ask a learner to get the comparison phrase from the board that describes the relationship between the two numbers and explain his/her answer.

is less than

Possible explanation:

- *350 is less than 1 000 while 2 150 is more than 1 000.*
- *350 has three digits while 2 150 has four digits.*
- *The value of the digit 2 in 2 150 is 2 000, which is larger than 350.*

Say that we can use the symbol “<” to represent “less than.” Write on the board, “<” less than

Let the learners practice writing the symbol for **less than** on their show-me boards or in the air.

We now have the following:

is less than

Challenge learners to find the missing digit to make the following statements true. You may ask them to write their answers on their show-me boards.

Have them recall the meaning of digits. *Digits are single numbers used to represent values: 0, 1, 2, 3, 4, 5, 6, 7, 8, or 9*

Write the missing digit to make the following statements true.

- 1) $2\ 013 > ___962$ (1)
- 2) $7\ __50 < 7\ 220$ (1 or 0)
- 3) $6\ 5\ __4 > 6\ 569$ (7, 8 or 9)

Discuss the answers to each item. For items 2 and 3, ask them to give all possible answers.

	75 < 260			
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You can ask the learners to write the less than symbol in each comparison.

Similarly,

$$\boxed{350} \text{ is less than } \boxed{2\ 150}$$
$$350 < 2\ 150$$

Have the learners read the two comparisons.

Pose a what if situation. What if I have these numbers to compare?

$$210 \text{ ____ } 210$$

What can you say about the numbers?

- *They are the same.*
- *They are equal.*

Say that the two numbers are “equal to” each other. We use the “=” symbol to show that two numbers are equal. The value of the number on the left is the same as the value of the number on the right.

Write this on the board:

“=” equal to

Let the learners practice writing the symbol for **equal to** on their show-me boards

	or in the air.			
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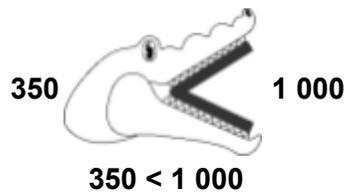
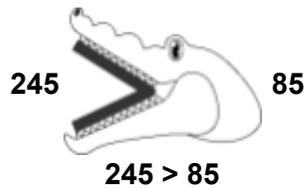
We now have the following:

$$\boxed{210} \text{ is equal to } \boxed{210}$$

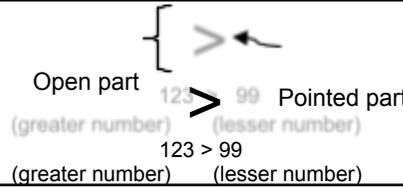
$$210 = 210$$

Have the learners read the comparison.

You may tell to the learners a common trick which is often use to remember the **greater than** and **less than** symbols. This trick is “**the alligator eats the greater number.**”



You may also say that the pointed part points to the lesser number and the open part is on the side of the greater number.

	 <p>Open part { 123 > 99 Pointed part (greater number) (lesser number)</p> <p>123 > 99 (greater number) (lesser number)</p>			
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Deepening Understanding of Key Idea/Stem

Have the learners bring out their show-me boards. Flash two numbers for them to compare, and ask them to write the symbol “>”, “<”, or “=” on their boards to indicate the relationship between the two numbers. Prepare the materials beforehand. Show the items one at a time.

Examples:

- 1) 5 ____ 78 (<)
- 2) 436 ____ 10 (>)
- 3) 1 000 ____ 999 (>)
- 4) 367 ____ 367 (=)
- 5) 89 ____ 896 (<)

Discuss the answer to each item. Address any difficulties that the learners might have encountered.

Say that so far, we have been comparing two numbers with the same number of digits but with different left or leftmost digits. But what if the left or leftmost digits are the same? How do we compare those numbers?

Example 4:
89 ____ 82

Post a place value chart. Have a learner write the two numbers in the place value chart.

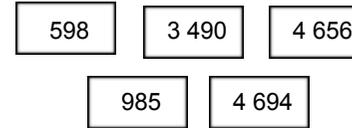
What do you observe about the digits in the tens place? *The digits are the same.*

Since the numbers have the same digit in the tens place, we have to compare the digits in the ones place.

What do you observe about the digits in the ones place? *They are different.*

Prepare the number cards and the labels largest (greatest) and smallest (least) beforehand. Post the numbers randomly on the board.

Example:



Place the two labels largest (greatest) at the left and smallest (least) at the right, with 3 blanks between them.

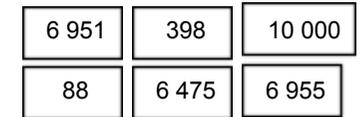


Tell the learners that they will arrange the numbers from largest (greatest) to smallest (least).

What does it mean to arrange the numbers from largest (greatest) to smallest (least)? *It means arranging the numbers from one with the largest value to the one with the smallest value.*

When the numbers are arranged from greatest to least, they are said to be in

Ask the learners to arrange the remaining cards on the board from largest (greatest) to smallest (least).

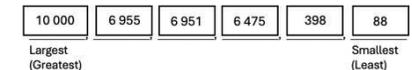


Have the following prepared on the board.



Have the learners work with their seatmate again. Give them about 10 minutes to do the task. Have a class discussion afterward. Process the answers in the same manner as the previous task.

Expected answer:



Have the learners read the numbers from largest (greatest) to smallest (least).

Tell the learners that, if the same numbers are to be arranged from smallest (least) to largest (greatest) largest

		Which is larger, 9 in 89 or 2 in 82? Why? <i>9 is larger than 2 because it is to the right of 2</i>	<i>decreasing or descending</i>	(greatest), simply reverse the
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Thousands	Hundreds	Tens	Ones
		8	9
		8	2

when we arrange the numbers in order. It is also seven more than 2.

Say that in this case, 89 is greater than 82.

$89 > 82$
read as "89 is greater than 82"

Post another pair of numbers.

Example 5:

$589 \underline{\quad} 528$

Post a place value chart. Have a learner write the two numbers in the place value chart.

What do you observe about the digits in the hundreds place? *The digits are the same.*

Since the numbers have the same digit in the hundreds place, we compare the digits in the tens place.

order. Conversely, when the numbers are arranged in decreasing or descending order, they are arranged from greatest to least.

Which of the numbers is the greatest? Why? *We learned that numbers with more digits is greater. First, we considered the numbers with the largest number of digits. There are three 4-digit numbers. The number 3 490 is the smallest (least) among the three numbers because its thousands digit is only 3 compared to the other two numbers, which have 4 as their thousands digit. Next, we considered the numbers with 4 as their thousands digit, which are 4 694 and 4 656.*

3 490	4 694	4 656
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Both numbers have the same digit in the thousands place and hundreds place. So, we compared their tens digits. The tens digit of 4 694 is larger than that of 4 656. So, 4 694 is greater than 4 656.

order by arranging them from right to left.

88	398	6 475	6 951	6 955	10 000
Smallest (Least)					Largest (Greatest)

			4 694	4 656	
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Thousands	Hundreds	Tens	Ones
	5	8	9
	5	2	8



What do you observe about the digits in the tens place? *They are different.*

Which is larger, 8 in 589 or 2 in 528? Why? *8 in 589 is larger because its value is 80. The value of the digit 2 in 528 is only 20.*

Say that in this case, 589 is greater than 528.

$589 > 528$
read as "589 is greater than 528"

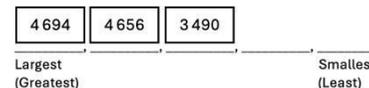
Post another pair of numbers.

Example 6:
 $4\ 832 \underline{\hspace{1cm}} 4\ 875$

Post a place value chart. Have a learner write the two numbers in the chart.

Thousands	Hundreds	Tens	Ones
4	8	3	2
4	8	7	5

This means that the greatest number is 4 694, followed by 4 656, and then 3 490.



Have learners place the three numbers on the chart.

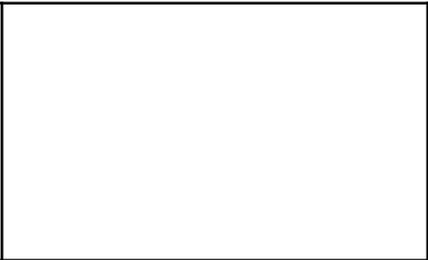
Which of the remaining two numbers should be placed next? Why? *The remaining two numbers are both 3-digit numbers. So, we considered the number which has a larger leftmost or hundreds digit.*

The number 985 has a larger hundreds digit than 598, so it is larger.



So, 985 is to be placed after 3 490, followed by 598.

Have learners place the two numbers on the chart.



What do you observe about the digits in the thousands place? *The digits are the same.*
How about the digits in the hundreds place? *The digits are the same.*

4 694	4 656	3 490	985	598
Largest (Greatest)				Smallest (Least)

Pose a what if situation.



Since the numbers have the same digit in the thousands place and in the hundreds place, we compare the digits in the tens place.

What do you observe about the digits in the tens place? *They are different.*

Which is larger, 3 in 4 832 or 7 in 4 875? Why? *3 is smaller because its value is 30. The value of 7 is 70.*

Say that in this case, 4 832 is less than 4 875.

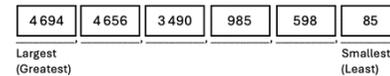
$4\ 832 < 4\ 875$
read as "4 832 is less than 4 875"

Emphasize that when comparing numbers that have the same left or leftmost digits, look at the next digit to the right. The number with the larger digit is greater. If the digits are still the same, keep moving to the next place value until the digits are different. The digit with the larger value in that place value is the greater number.

What if I have this number?
Where should it be placed in the arrangement? Why?

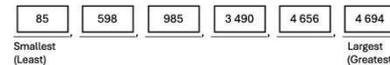
85

It should be placed at the last or after 598. The number 85 has two digits as compared to 598, which has three digits. Also, the value of the leftmost digit of 598 is 500, which is larger than 85. So, 85 is less than 598.



Have the learners read the numbers from largest (greatest) to smallest (least).

Tell the learners that, if the same numbers are to be arranged from smallest (least) to largest (greatest) largest (greatest), simply reverse the order by arranging them from right to left.



Making Generalizations	To summarize the lesson, ask the learners the following questions:	To summarize the lesson, ask the learners the following questions:	To summarize the lesson, ask the learners the following questions:	To summarize the lesson ask the learners the following questions:
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	<p>What numbers did we compare? <i>We compared numbers with different number of digits.</i></p> <p>How did we compare numbers with different number of digits? <i>We compared the number of digits. The number with more digits is greater.</i></p> <p>What symbols did we use in comparing numbers? <i>We used ">" to indicate that one number is greater than another number.</i> e.g. $456 > 86$</p> <p><i>We used "<" to indicate that one number is less than another number.</i> e.g. $45 < 1\ 000$</p> <p><i>We used "=" to indicate that one number is equal to another number.</i> e.g. $597 = 597$</p>	<p>What numbers did we compare? <i>We compared numbers with the same number of digits.</i></p> <p>How did we compare numbers with the same number of digits?</p> <p><u>For 2-digit numbers</u> <i>If the tens digits are the same, compare the ones digits. The digit with the larger value is the greater number.</i></p> <p>e.g. $5\bar{6} > 5\bar{4}$</p> <p><u>For 3- or 4-digit numbers</u> <i>If the leftmost digits are the same, compare the digits in the next place value. The digit with the larger value is the greater number. If the digits are still the same, keep moving to the next place value until the digits are different. The digit with the larger value in that place value is the greater number.</i></p> <p>e.g. $5\bar{6}5 > 5\bar{4}9$</p> <p>$5\ \bar{6}45 > 5\ \bar{6}27$</p> <p>What symbols did we use in comparing numbers? <i>We used</i></p>	<p>What does it mean when we arrange numbers from smallest (least) to largest (greatest)? <i>It means that we are arranging the numbers in increasing or ascending order of value.</i></p> <p>What does it mean when we arrange numbers from largest (greatest) to smallest (least)? <i>It means that we are arranging the numbers in decreasing or descending order of value.</i></p> <p>How do we order numbers? <i>One strategy would be to separate or group the numbers according to the number of digits. Then, compare the numbers within each group and arrange them according to the given condition – smallest (least) to largest (greatest) or vice versa.</i></p>	<p>What does it mean to arrange numbers from smallest (least) to largest (greatest)? <i>Arranging the numbers from least to greatest means arranging them in increasing or ascending order of value.</i></p> <p>What does it mean to arrange numbers from largest (greatest) to smallest (least)? <i>Arranging numbers from greatest to least means arranging them in decreasing or descending order of value.</i></p> <p>How do we order numbers? <i>One strategy would be to separate or group the numbers according to the number of digits. Then, compare the numbers within each group and arrange them according to the given condition – smallest (least) to largest (greatest) or vice versa.</i></p>
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		<i>the symbols > (greater than), < (less than) or = (equal to).</i>		
Evaluating Learning	<p>Let the learners answer Assessment 1.</p> <p><i>Expected answers:</i></p> <p>1) $68 < 479$ 2) $572 > 9$ 3) $7\ 174 > 717$ 4) $968 = 968$ 5) $8\ 230 < 10\ 000$</p>	<p>Let the learners answer Assessment 2.</p> <p><i>Expected answers:</i></p> <p>1) $68 < 79$ 2) $894 > 391$ 3) $579 > 572$ 4) $6\ 154 < 7\ 397$ 5) $9\ 687 = 9687$ 6) $8\ 309 < 8\ 369$</p>	<p>Let the learners answer Assessment 3.</p> <p><i>Expected answers:</i></p> <p>1) $623, 671, 3\ 572, 3\ 579$ 2) $4\ 785, 4\ 572, 1\ 500, 673, 99$</p>	<p>Let the learners answer Assessment 4</p> <p><i>Expected answers:</i></p> <p>1) $9\ 310, 7\ 390, 1589, 788$ 2) $513, 520, 8\ 590, 8\ 594, 10\ 000$</p>
Additional Activities for Application or Remediation (if applicable)				
A. References				
1. Teacher's Guide				
2. Learner's Materials				
3. Textbook				
4. Additional Materials from Learning Resource (LR) Portal				
B. Other Learning Resources				