

Instructional Plan in Math – Grade 3

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| Name of Teacher | Leah B. Apao | Grade/Year Level | III | | |
| Learning Area: | Math | Quarter: | I | | |
| Competency: Ordering numbers up to 10 000 | | | | | |
| Lesson No. 7 | Arranging 4 to 5-digit numbers in increasing or decreasing orders. | Duration (minutes/hours) | 50 mins | | |
| Key Understandings to be developed | <ul style="list-style-type: none"> • In arranging numbers, there are two ways to be learned. They are: <u>increasing order</u> and <u>decreasing order</u>. • In arranging 4 to 5-digit numbers in increasing order, the arrangement starts with the least number and ends with the greatest number. • In arranging 4 to 5 digit numbers in decreasing order, the arrangement starts with the greatest number and ends with the least number. • In accomplishing individual/group tasks, one must demonstrate self-confidence and cooperation. | | | | |
| Learning Objectives | Knowledge | Explain the two ways of arranging 4 to 5-digit numbers. | | | |
| | Skills | Arrange 4 to 5-digit numbers in increasing or decreasing orders. | | | |
| | Attitudes | Demonstrate self-confidence and cooperation in performing one's task. | | | |
| Resources Needed | Number tags, clothes' lines, blank number cards, pentel pens, realia, charts, cut-out stars TG, Lesson 7, pp. 28-33 LMS, Lesson 7, pp. 29-33 | | | | |
| Elements of the Plan | Methodology | | | | |
| Preparation | Introductory Activity/Motivation | <p>Group the pupils by 5's. Game: The Boat is sinking. (Options: counting 1-5, giving cut-out shapes, etc.)</p> <p>Each group will form a smaller circle (if with enough space); line (if without enough space).</p> <p>Give a number tag to each pupil in the group. (Pupil A-1, Pupil B-2, Pupil C-3, Pupil D-4, and Pupil E-5)</p> <p>Say: Let's play a game: "Apila Ko...Maghimo Ta'g Numero".</p> <p>Remember your number. You will form numbers. Arrange yourselves based on the number that you hear (or see, if the teacher will use printed number cards).</p> <p>The teacher gives numbers:</p> <ol style="list-style-type: none"> 1. 32145 2. 13425 3. 41325 4. 12345 <p>Tell children: Shout "Yeheey, nahimo namo!, as soon as your group forms the given number.</p> | | | |

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| Presentation - (How will I present the new lesson? - What materials will I use? - What generalization /concept /conclusion /abstraction should the learners arrive at? | Activity | <ol style="list-style-type: none"> Using your individual number, form as many sets of numbers as you can in 3 minutes. Write each number on the blank number cards provided. <i>Note: The group which can form the most sets of numbers receives 5 stars each.</i> <ul style="list-style-type: none"> Group 1 Group 2 Group 3 Group 4 Group 5 Group 6 Group 7 Group 8 Hang all the sets of numbers in a clothe's line prepared for your group. |
| | Analysis | <p>The teacher asks:</p> <ul style="list-style-type: none"> • What did your group do to form numbers? (arrange themselves) • What did each member in your group do? (cooperate) • Which of the numbers that you have formed start with 5? 4? 3? 2? 1? • How many digits does each number have? (4 or 5 digits) • How many 4-digit numbers/ 5-digit numbers does your group form? |
| | Abstraction | <p>Present a separate clothes line with two 5-digit numbers pinned on it. (Common from the groups' created numbers)</p>  <p>Say: Here is another number: 31 254? Where should it be placed, so that the numbers are arranged from greatest to least? (between 53 421 and 24 351)</p> <p>Ask: Why should it be placed in that position? (because 31 254 is less than 53 421, but greater than 24 351. We are following the decreasing order)</p> <p>Say: Here is another number: 21 345? Where should it be placed? (after 2 4351) Why? (to arrange the numbers from greatest to least)</p> <p>Discussion: What should be remembered when arranging the numbers from greatest to least? (In arranging numbers in decreasing order, the arrangement starts with the <u>greatest</u> number and ends with the <u>least</u> number.)</p> <p>If the numbers were arranged from <u>least to greatest</u> or in increasing order, how</p> |

| | | <p>will the arrangement be done? Which number should come first? second? third? last?</p> <p>How about in arranging numbers in increasing order, how will the arrangement be done? (The arrangement starts with the <u>least</u> number and ends with the <u>greatest number</u>.)</p> <p>Ex.: Increasing Order:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td><u>1</u>2 345</td> <td><u>1</u>3 425</td> <td><u>3</u>2 145</td> <td><u>4</u>1 325</td> </tr> </table> <p>Ex.: Decreasing Order:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td><u>4</u>1 325</td> <td><u>3</u>2 145</td> <td><u>1</u>3 425</td> <td><u>1</u>2 345</td> </tr> </table> <p>Generalization:</p> <p>How do we arrange numbers in decreasing order?/ in increasing order? (To arrange numbers in <u>increasing</u> or <u>decreasing</u> order, compare two numbers at a time, starting from left to right. Find out which is greater or lesser, then put them in the right order.)</p> | <u>1</u> 2 345 | <u>1</u> 3 425 | <u>3</u> 2 145 | <u>4</u> 1 325 | <u>4</u> 1 325 | <u>3</u> 2 145 | <u>1</u> 3 425 | <u>1</u> 2 345 | | | | |
|--|---|--|----------------------------------|---------------------|--------------------|-------------------|------------------|----------------|----------------|----------------|--------------------------|--|--|----------------------------------|
| <u>1</u> 2 345 | <u>1</u> 3 425 | <u>3</u> 2 145 | <u>4</u> 1 325 | | | | | | | | | | | |
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| Practice - What practice exercises/application activities will I give to the learners? | Application | <p>A. Arrange the sets of numbers in the other groups' clothes lines.</p> <ul style="list-style-type: none"> - From greatest to least or decreasing order Numbers formed by Grp. 1 – Grp. 3 Numbers formed by Grp. 2 – Grp. 4 - From least to greatest or increasing order Numbers formed by Grp. 5 – Grp. 7 Numbers formed by Grp. 6 – Grp. 8 <p>B. Here are 2 sets of number cards. Arrange them in 2 minutes.</p> <p>Groups 1, 3, 5, and 7: Arrange the first set of number cards in increasing order. (Set 1 : 4 163 3 985 5 421 2 134 3 154)</p> <p>Groups 2, 4, 6, and 8: Arrange the second set of number cards in decreasing order. (Set 2 : 6 789 1 567 4 678 1 987 5 234)</p> | | | | | | | | | | | | |
| Assessment (Refer to DepED Order No. 73, s. 2012 for the examples) | Assessment Matrix <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Levels of Assessment</th> <th style="width: 30%;">What will I assess?</th> <th style="width: 20%;">How will I assess?</th> <th style="width: 20%;">How will I score?</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Process or Skills</td> <td> Arranging numbers in increasing or decreasing orders </td> <td> 2-item quiz: Refer to Activity 4, LM, p. _____ Answer Key: 1) 8 543 6 327 4 327 3 258 1 765 2) 4 231 4 452 5 189 7 675 9 778 </td> <td> 1 point for every correct answer </td> </tr> </tbody> </table> | | Levels of Assessment | What will I assess? | How will I assess? | How will I score? | Knowledge | | | | Process or Skills | Arranging numbers in increasing or decreasing orders | 2-item quiz: Refer to Activity 4, LM, p. _____ Answer Key: 1) 8 543 6 327 4 327 3 258 1 765 2) 4 231 4 452 5 189 7 675 9 778 | 1 point for every correct answer |
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| | Understanding(s) Products/performances (Transfer of Understanding) | Forming other sets of 4 to 5-digit numbers (give additional number tags to each pupil- 6, 7, 8, 9, 0) | Form 4 new sets of 4 to 5-digit numbers using the numbers you have in your group. Arrange your new numbers in: Increasing or decreasing orders | 1 point for each set of new numbers (4 pts.) 5 points for each correct order (10 pts.) |
| Assignment | Reinforcing the day's lesson | Study the word problem in Activity 5, LM, p. _____. Then, answer Activity 5A. (Answer key:) Organization A's Collection Increasing : 6 800, 7 500, 8 000, 8 600, 10 000 Decreasing : 10 000, 8 600, 8 000, 7 500, 6 800 Organization B's Collection Increasing : 5 800, 6 600, 7 900, 8 500, 9 000 Decreasing: 9 000, 8 500, 7 900, 6 600, 5 800 | | |
| | Enriching the day's lesson | | | |
| | Enhancing the day's lesson | | | |
| | Preparing for the new lesson | | | |

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