MATHEMATICS

Grade 3

Three-Term Budget Of Work (BOW)
for Learning Competencies

GENERAL MATHEMATICS
Grade 3

Three-Term Budget Of Work
For Learning Competencies

First Term	
Content Standard	The learners should have knowledge and understanding of… • areas of squares and rectangles • points, lines, line segments, and rays • parallel, perpendicular, and intersecting lines • whole numbers up to 10 000 • ordinal numbers up to 100th
Performance Standard	By the end of the term, the learners are able to… • determine the area of squares and rectangles. • recognize and draw points, lines, lines segments, rays, and parallel and perpendicular lines. • represent, round, compare, and order numbers up to 10 000.

Week	Learning Competency
1	**Measurement and Geometry** • Illustrate and estimate the area of a square or rectangle using square tile units. • Explore inductively the derivation of the formulas for the areas of a square and a rectangle using square tile units.
2	**Measurement and Geometry** • Find the areas of squares and rectangles in sq. cm and sq. m. • Solve problems involving areas of squares and rectangles. • Recognize, using models, and draw a point, line, line segment, and ray.

3	**Measurement and Geometry** • Recognize and draw parallel, intersecting, and perpendicular lines. • Identify and draw line segments of equal length using a ruler.
4	**Number and Algebra** • Represent numbers up to 10 000 using pictorial models and numerals.
5	**Number and Algebra** • Read and write numbers up to 10 000 in numerals and in words.
6	**Number and Algebra** • Describe the position of objects using ordinal numbers up to 100th.
7 to 8	**Number and Algebra** • Determine: a. the place value of a digit in a 4-digit number b. the value of a digit c. the digit of number, given its place value
9	**Number and Algebra** • Round numbers to the nearest ten, hundred, or thousand. • Compare numbers up to 10 000 using the symbols =, >, and <.
10	**Number and Algebra** • Order numbers up to 10 000 from smallest to largest, and vice versa.

Second Term	
Content Standard	The learners should have knowledge and understanding of… • measures of mass and capacity • addition and subtraction of numbers of up to 4 digits and money up to ₱10 000 • data presented in tables and single bar graphs • outcomes from experiments and real-life situations
Performance Standard	By the end of the term, the learners are able to… • measure, estimate, and compare mass of objects. • measure and estimate capacity. • add and subtract whole numbers (including amounts of money) of up to 4 digits. • present and interpret data in tables and single bar graphs. • describe and compare outcomes of events.

Week	Learning Competency
1	**Measurement and Geometry** • Measure mass in grams (g), kilograms (kg) and/or milligrams (mg), using appropriate measuring tools. • Estimate mass of an object using grams, kilograms, and/or milligrams. • Compare masses of objects including the use of a balance scale.
2	**Measurement and Geometry** • Measure capacity in liters (L) and/or milliliters (mL), using appropriate measuring tools. • Estimate capacity using liters and/or milliliters. • Compare capacities of two containers.
3	**Number and Algebra**

	• Read and write money in words and using: a. Philippine currency symbols (₱ and PhP) up to ₱10 000 b. the centavo sign • Add numbers with sums up to 10 000, with and without regrouping.
4	**Number and Algebra** • Estimate the sum of addends with up to 4 digits.
4 to 5	**Number and Algebra** • Solve problems involving addition of numbers with sums up to 10 000, including problems involving money.
5 to 6	**Number and Algebra** • Subtract numbers, where both numbers are less than 10 000, with and without regrouping.
6 to 7	**Number and Algebra** • Estimate the difference of two numbers of up to 4 digits. • Perform addition and subtraction of 3 to 4 numbers of up to 2 digits, observing correct order of operations.
8	**Number and Algebra** • Solve problems involving addition and subtraction with 3 to 4 numbers of up to 2 digits, including problems involving money.
	Data and Probability • Collect data from experiments with a small number of possible outcomes (e.g., rolling a die or tossing a coin).
9	**Data and Probability** • Present data in tables and single bar graphs (horizontal and vertical). • Interpret data in tables and single bar graphs (horizontal and vertical).

10	**Data and Probability** • Solve problems using data presented in a single bar graph (horizontal and vertical). • Describe and compare outcomes in real-life situations using the following terms: equally likely, less/least likely, more/most likely, certain, and impossible.

Third Term	
Content Standard	The learners should have knowledge and understanding of… • multiplication using 6, 7, 8, and 9 multiplication tables • properties of multiplication • multiplication of numbers with and without regrouping • estimation of products of two numbers by first rounding to the nearest multiple of 10 • determination of missing terms contained in repeating and increasing patterns, and repeating and decreasing patterns • generation of repeating and increasing patterns, and repeating and decreasing patterns • division using the 6, 7, 8, and 9 multiplication tables • division of 2- to 4-digit numbers • estimation of quotients by first rounding the divisor and dividend to the nearest multiple of 10 • addition and subtraction of similar fractions • line symmetry • resulting figure after a translation
Performance Standard	By the end of the term, the learners are able to… • decreasing patterns • multiply using 6, 7, 8, and 9 multiplication tables. • estimate products of two numbers by first rounding to the nearest multiple of 10. • find a missing term and generate repeating and increasing patterns, and repeating and decreasing patterns. • use the 6, 7, 8, and 9 multiplication tables to divide numbers. • divide 2- to 4-digit numbers. • estimate quotients by first rounding the divisor and dividend to the nearest multiple of 10.

	• add and subtract similar fractions. • identify a symmetrical shape and draw the line of symmetry. • illustrate and applies properties of multiplication. • multiply numbers with and without regrouping.

Week	Learning Competency
1	**Number and Algebra** • Multiply numbers using the 6, 7, 8, and 9 multiplication tables.
2	**Number and Algebra** • Illustrate and apply properties of multiplication for the 6, 7, 8, and 9 multiplication tables: a. one multiplied by any number is equal to the number b. zero multiplied by any number is zero c. changing the order of the numbers being multiplied does not change the product d. changing the grouping of the numbers being multiplied does not change the product 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.
3	**Number and Algebra** • Multiply numbers with and without regrouping: a. 2- to 3-digit numbers by a 1-digit number b. 2- to 4-digit numbers by a number whose leading digit is the only non-zero digit, with products up to 10 000 • Estimate the product of 2- to 3-digit numbers by 1- to 2-digit numbers by estimating the factors using multiples of 10.
4	**Number and Algebra** • Solve 1-to 2-step multiplication problems, including problems involving money. • 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, …). • Explain how to generate a given pattern with repeating and increasing components or repeating and decreasing components.
5	**Number and Algebra** • Illustrate division through equal jumps on the number line and as inverse of multiplication.
6	**Number and Algebra** • Divide numbers using the 6, 7, 8, and 9 multiplication tables. • Find the missing number in a number sentence involving multiplication or division by 6, 7, 8, and 9 (e.g., x 7 = 56; 56 ÷ = 7).
7	**Number and Algebra** • Divide numbers with and without remainder: a. 2- to 3-digit numbers by 1-digit number without remainder b. 2-digit numbers by 1-digit number with remainder c. 2- to 4-digit numbers by 10,100, and 1000
8 to 9	**Number and Algebra** • Estimate the quotient of 2- to 3-digit numbers divided by 1- to 2-digit numbers, using multiples of 10 or 100 as appropriate. • Solve division problems involving 2- to 3 -digit numbers by a 1-digit number, including problems involving money. • Represent fractions that are equal to one and greater than one using models. • Add and subtract similar fractions using models.
9	**Measurement and Geometry** • Describe and draw the effect of a two-direction multi-step slide (or translation) in basic shapes and figures.

10	**Measurement and Geometry** • Identify shapes or figures that show line symmetry by drawing the line of symmetry. • Complete a figure that is symmetric with respect to a line.