

Back to SCHOOL



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Most Essential Learning Competencies (MELCs)



Quarter	Content Standards The learner...	Performance Standards The learner...	Most Essential Learning competencies The learner...	Duration	K to 12 CG Code
			estimates and measures mass using gram or kilogram.	Week 6	M2ME-IVe-31
			solves routine and non-routine problems involving mass.		M2ME-IVe-32
			measures objects using appropriate measuring tools in mL or L.		M2ME-IVf-33
			finds the area of a given figure using square-tile units i.e. number of square-tiles needed.	Week 7	M2ME-IVg-36
			estimates the area of a given figure using any shape.		M2ME-IVh-37
			solves routine and non-routine problems involving any figure using square tiles.	Week 8	M2ME-IVh-38
	deepens understanding of pictographs without and with scales	is able to interpret simple representations of data (pictographs without and with scales)	infers and interprets data presented in a pictograph without and with scales.	Week 9	M2SP-IVi-3.2
			solves routine and non-routine problems using data presented in a pictograph without and with scales.		M2SP-IVi-4.2

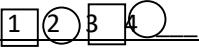
Grade Level: Grade 3
Subject: Mathematics

Quarter	Content Standards The learner...	Performance Standards The learner...	Most Essential Learning competencies The learner...	Duration	K to 12 CG Code
Q1	1. demonstrates understanding of whole numbers up to 10 000, ordinal	1. is able to recognize, represent, compare, and	visualizes numbers up to 10 000 with emphasis on numbers 1001 - 10000.	Week 1	M3NS-Ia-1.3
			gives the place value and value of a digit in 4- to 5-digit numbers.		M3NS-Ia-10.3
			reads and writes numbers up to 10 000 in symbols and in words.		M3NS-Ia-9.3

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	numbers up to 100th, and money up to PHP1000. 2. demonstrates understanding of addition and subtraction of whole numbers including money	order whole numbers up to 10 000, and money up to PHP1000 in various forms and contexts.	rounds numbers to the nearest ten, hundred and thousand..	Week 2	M3NS-Ib-15.1
			compares using relation symbols and orders in increasing or decreasing order 4- to 5-digit numbers up to 10 000.		
			identifies ordinal numbers from 1st to 100 th with emphasis on the 21 st to 100 th object in a given set from a given point of reference.	Week 3	M3NS-Ic-16.3
			recognizes, reads and writes money in symbols and in words through PHP1 000 in pesos and centavos		
		2. is able to recognize and represent, ordinal numbers up to 100th in various forms and contexts.	compares values of the different denominations of coins and bills through PHP1 000 using relation symbols.	Week 4	M3NS-Id-22.2
			adds 3- to 4-digit numbers up to three addends with sums up to 10 000 without and with regrouping.		M3NS-Id-27.6
			estimates the sum of 3- to 4-digit addends with reasonable results.	Week 5	M3NS-Ie-31
		3. is able to apply addition and subtraction of whole numbers including money in mathematical problems and real-life situations.	adds mentally the following numbers using appropriate strategies: a. 2-digit and 1-digit numbers without or with regrouping b. 2- to 3-digit numbers with multiples of hundreds		
			solves routine and non-routine problems involving addition of whole numbers with sums up to 10 000 including money using appropriate problem solving strategies and tools.	Week 6	M3NS-If-29.3
			subtracts 3-to 4-digit numbers from 3- to 4-digit numbers without and with regrouping.	Week 7	M3NS-Ig-32.6
			estimates the difference of two numbers with three to four digits with reasonable results.		M3NS-Ih-36
			subtracts mentally the following numbers using appropriate strategies:	Week 8	

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			a. 1- to 2-digit numbers without and with regrouping b. 2- to 3-digit numbers with multiples of hundreds without and with regrouping		
			solves routine and non-routine problems involving subtraction without or with addition of whole numbers including money using appropriate problem solving strategies and tools.	Week 9	M3NS-Ii-34.5
Q2	demonstrates understanding of multiplication and division of whole numbers including money.	is able to apply multiplication and division of whole numbers including money in mathematical problems and real-life situations	visualizes multiplication of numbers 1 to 10 by 6,7,8 and 9.	Week 1	M3NS-Ila-41.2
			visualizes and states basic multiplication facts for numbers up to 10.		M3NS-Ila-41.3
			Illustrates the properties of multiplication in relevant situations (commutative property, distributive property or associative property)	Week 2 to 3	
			multiplies numbers: a. 2- to 3-digit numbers by 1-digit numbers without or with regrouping b. 2-digit numbers by 2-digit numbers without regrouping c. 2-digit number by 2-digit numbers with regrouping d. 2- to 3-digit numbers by multiples of 10 and 100 e. 1- to 2-digit numbers by 1 000		
			estimates the product of 2- to 3-digit numbers and 1- to 2-digit numbers with reasonable results .	Week 4	M3NS-IId-44.1
			multiplies mentally 2-digit by 1-digit numbers without regrouping with products of up to 100.		M3NS-Ile-42.2
			solves routine and non-routine problems involving multiplication without or with addition and subtraction of whole numbers including money using appropriate problem solving strategies and tools.	Week 5	M3NS-Ile-45.3

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			visualizes and states the multiples of 1- to 2-digit numbers.	Week 6	M3NS-IIIf-47
			visualizes division of numbers up to 100 by 6,7,8,and 9 (multiplication table of 6, 7, 8, and 9).		M3NS-IIg-51.2
			visualizes and states basic division facts of numbers up to 10.	Week 7	M3NS-IIg-51.3
			divides numbers without or with remainder: a. 2- to 3-digit numbers by 1- to 2- digit numbers b. 2-3 digit numbers by 10 and 100		
			estimates the quotient of 2- to 3- digit numbers by 1- to 2- digit numbers.	Week 8	M3NS-IIi-55.1
			divides mentally 2-digit numbers by 1-digit numbers without remainder using appropriate strategies.		M3NS-IIi-52.2
			solves routine and non-routine problems involving division of 2- to 4-digit numbers by 1- to 2-digit numbers without or with any of the other operations of whole numbers including money using appropriate problem solving strategies and tools.	Week 9	M3NS-IIj-56.2
Q3	demonstrates understanding of proper and improper, similar and dissimilar and equivalent fractions.	is able to recognize and represent proper and improper, similar and dissimilar and equivalent fractions in various forms and contexts.	identifies odd and even numbers.	Week 1	M3NS-IIla-63
			visualizes and represents fractions that are equal to one and greater than one using regions, sets and number line.		
			reads and writes fractions that are equal to one and greater than one in symbols and in words.	Week 2	M3NS-IIlb-76.3
			Represents, compares and arranges dissimilar fractions in increasing or decreasing order.	Week 3	
			visualizes and generates equivalent fractions.	Week 4	M3NS-IIle-72.7
	demonstrates understanding of lines and symmetrical designs	is able to recognize and represent lines in real objects and designs or	recognizes and draws a point, line, line segment and ray.	Week 5	M3GE-IIle-11
			recognizes and draws parallel, intersecting and perpendicular lines.		M3GE-IIIf-12.1
			visualizes, identifies and draws congruent line segments.	Week 6	M3GE-IIIf-13

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		drawings and complete symmetrical designs	identifies and visualizes symmetry in the environment and in design.	Week 7	M3GE-IIIg-7.3
			identifies and draws the line of symmetry in a given symmetrical figure.		M3GE-IIIg-7.4
			completes a symmetric figure with respect to a given line of symmetry.		M3GE-IIIh-7.5
	demonstrates understanding of continuous and repeating patterns and mathematical sentences involving multiplication and division of whole numbers.	is able to apply knowledge of continuous and repeating patterns and number sentences involving multiplication or division of whole numbers in various situations.	determines the <u>missing term/s</u> in a given combination of <u>continuous and repeating pattern</u> . e.g. 4A,5B, 6A,7B,___ 	Week 8	M3AL-IIIi-4
			finds the missing value in a number sentence involving multiplication or division of whole numbers. e.g. $n \times 7 = 56$ $56 \div n = 8$	Week 9	M3AL-IIIj-12
Q4	demonstrates understanding of conversion of time, linear, mass and capacity measures and area of square and rectangle.	is able to apply knowledge of conversion of time, linear, mass and capacity measures and area of rectangle and square in mathematical problems and real-life situations.	visualizes, represents, and converts time measure: a. from seconds to minutes, minutes to hours, and hours to a day and vice versa b. days to week, month and year and vice versa c. weeks to months and year and vice versa d. months to year and vice versa.	Week 1	
			solves problems involving conversion of time measure.	Week 2	
			visualizes, and represents, and converts common units of measure from larger to smaller unit and vice versa: meter and centimeter, kilogram and gram, liter and milliliter.	Week 3	M3ME-IVb-39
			visualizes, and represents, and solves routine and non-routine problems involving conversions of common units of measure.		M3ME-IVc-40

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			solves routine and non-routine problems involving capacity measure.	Week 4	
			visualizes, and represents, and measures area using appropriate unit.	Week 5	M3ME-IVd-43
			solves routine and non-routine problems involving areas of squares and rectangles.		M3ME-IVf-46
	demonstrates understanding of bar graphs and outcomes of an event using the terms sure, likely, equally likely, unlikely, and impossible to happen.	is able to create and interpret simple representations of data (tables and single bar graphs) and describe outcomes of familiar events using the terms sure, likely, equally likely, unlikely, and impossible to happen.	collects data on one variable using existing records.	Week 6	M3SP-IVg-1.3
			sorts, classifies, and organizes data in tabular form and presents this into a vertical or horizontal bar graph.		M3SP-IVg-2.3
			infers and interprets data presented in different kinds of bar graphs (vertical/ horizontal).	Week 7	M3SP-IVh-3.3
			solves routine and non-routine problems using data presented in a single-bar graph.	Week 8	M3SP-IVh-4.3
			tells whether an event is sure, likely, equally likely, unlikely, and impossible to happen.	Week 9	M3SP-IVi-7.3
			describes events in real-life situations using the phrases “sure to happen,” “likely to happen”, “equally likely to happen”, “unlikely to happen”, and “impossible to happen”.		M3SP-IVj-8.3