

CURRICULUM MAP

Real-Life Mathematics 3 (Second Edition)

Dear Teacher,

Greetings from Abiva Publishing House, Inc.!

Thank you for adopting our textbook/s. Your chosen series title comes with functional teachers guide that provide you with a detailed curriculum map per grade level. For your reference, we are providing you below some important keys to understanding and using the components, terminologies, and abbreviations found in this teacher's companion tool.

We hope you will find the following curriculum map most helpful in your daily planning and teaching tasks. Do suggest other ways we can make your chosen Abiva textbook/s more attuned to your needs as a teacher. You may send us your comments through our official email address at wecare@abiva.com.ph.

Happy teaching!

ABIVA PUBLISHING HOUSE, INC.

Curriculum Map Components and Content Sources

Key Stage Standards	Taken from the DepEd Curriculum Guide for Math
Grade Level Standards	Taken from the DepEd Curriculum Guide for Math
Content Standards	Taken from the DepEd Curriculum Guide for Math
Performance Standards	Taken from the DepEd Curriculum Guide for Math
Content	Taken from the worktext: Real-Life Mathematics 3 (Second Edition)
K to 12 Learning Competencies	Taken from the DepEd Curriculum Guide for Mathematics. The Most Essential Learning Competencies (MELCs) mandated by the DepEd are identified to guide teachers as they address the instructional needs of the learners while ensuring that curriculum standards are developed among home-schooling students in the new normal.
21st-Century Skills	Taken from the World Economic Forum, <i>New Vision for Education (2015)</i>
Teaching Strategies/Differentiated Instruction	A variety of author-suggested instructional strategies to help the teacher deliver the lessons at varying levels of difficulty based on the students' learning styles.
Assessment	Assessment strategies categorized as either Formative or Summative
Values Integration	A list of values that are inherent in the subject and developed through lesson discussions and skills exercises. The teacher, however, is encouraged to emphasize values that are aligned with the school's own core values.
Resources	A rundown of suggested instructional materials that may take the form of traditional resources, teacher-made resources, educational software, and other digital learning resources.



LEARNING SKILLS (Competencies): Communication • Collaboration • Critical thinking/problem solving • Creativity
LITERACY SKILLS (Foundation Literacies): Literacy and numeracy • Scientific literacy • ICT literacy • Financial literacy • Cultural literacy • Civic literacy
LIFE SKILLS (Character Qualities): Initiative • Persistence • Adaptability • Curiosity • Leadership • Social and cultural awareness • Career • Work ethics

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Key Stage Standard	At the end of grade 3, the learner demonstrates understanding and appreciation of key concepts and skills involving numbers and number sense (whole numbers up to 10,000 and the four fundamental operations including money, ordinal numbers up to 100th, basic concepts of fractions); measurement (time, length, mass, capacity, area of square and rectangle); geometry (2- and 3-dimensional objects, lines, symmetry, and tessellation); patterns and algebra (continuous and repeating patterns and number sentences); statistics and probability (data collection and representation in tables, pictographs, and bar graphs and outcomes) as applied – using appropriate terminology – in critical thinking, problem solving, reasoning, communicating, making connections, representations, and decisions in real life.
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Grade Level Standard	At the end of grade 3, the learner demonstrates understanding and appreciation of key concepts and skills involving numbers and number sense (whole numbers up to 10,000; ordinal numbers up to 100th; money up to Php1000; the four fundamental operations of whole numbers; proper and improper fractions; and similar, dissimilar, and equivalent fractions); geometry (lines, symmetry and tessellations); patterns and algebra (continuous and repeating patterns and number sentences); measurement (conversion of time, length, mass and capacity, area of square and rectangle); and statistics and probability (tables, bar graphs and outcomes) applied – using appropriate technology – in critical thinking, problem solving, reasoning, communicating, making connections, representations, and decisions in real life.
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1st Quarter

Chapter 1: Numbers Through Hundred Thousands		Time Frame: 15 days	
Content Standard*	The learner demonstrates understanding of whole numbers up to 10,000, ordinal numbers up to 100th, and money up to Php1000.	Performance Standards	<p>The learner is able to . . .</p> <ul style="list-style-type: none"> recognize, represent, compare, and order whole numbers up to 10,000, and money up to Php1000 in various forms and contexts; and recognize and represent ordinal numbers up to 100th in various forms and contexts.

*As add-on skill, discussions, and exercises in some parts of the chapter involve numbers greater than 10,000.

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Content	DepEd K to 12 Learning Competencies** (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Reading and Writing of Numbers Through the Hundred Thousands	M3NS-Ia-1.3 MELC Visualize numbers up to 10,000 with emphasis on numbers 1001 to 10,000 M3NS-Ia-9.3 MELC Read and write numbers up to 10,000 in symbols and in words	Literacy and Numeracy Learning to read and write whole numbers with up to 6 digits Collaboration Working harmoniously with peers	Drill and Practice Reading and giving place value and value of digits in 4- to 5-digit numbers Observation Inspecting how digits in 6-digit numbers are grouped Discussion Reading and writing 6- digit numbers	Formative <ul style="list-style-type: none"> Oral drill Think-Pair-Share Written exercise 	<ul style="list-style-type: none"> Accuracy Helpfulness 	<ul style="list-style-type: none"> place value chart digit cards map of the Philippines
LESSON 2 Place Value Through Hundred Thousands	M3NS-Ia-10.3 MELC Give the place value and value of a digit in 4- to 5-digit numbers	Critical Thinking Learning to thoroughly understand place value in the number system Collaboration Working harmoniously with peers	Oral Drill Reading 4-digit numbers using flash cards Review Recalling the place value of digits in 4-digit numbers using manipulatives Guided Discovery Pointing out how to determine the value of the digits in 6-digit numbers	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share 	<ul style="list-style-type: none"> Perseverance Cooperation 	<ul style="list-style-type: none"> flash cards bundled sticks or pieces of straw picture showing books stacked in a warehouse place value chart and digit cards

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<p>LESSON 3 Comparing and Ordering of Numbers</p>	<p>M3NS-Ib-12.3 MELC Compare numbers up to 10,000 using relation symbols</p> <p>M3NS-Ib-13.3 MELC Order 4- to 5-digit numbers in increasing or decreasing order</p>	<p>Literacy and Numeracy Learning to correctly identify the place value of every digit in a number</p> <p>Collaboration Working harmoniously with peers</p>	<p>Oral Drill Reading 3- to 4-digit numbers on a chart</p> <p>Review Recalling different places in a place value chart</p> <p>Guided Discovery Illustrating how to compare numbers using the concept of place value</p> <p>Demonstration Showing how to arrange numbers by comparing numbers in pairs</p>	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share 	<ul style="list-style-type: none"> • Diligence • Accuracy 	<ul style="list-style-type: none"> • place value chart • digit cards
<p>LESSON 4 Rounding Off Numbers to the Nearest Tens, Hundreds, and Thousands</p>	<p>M3NS-Ib-15.1 MELC Round off numbers to the nearest ten, hundred, and thousand</p>	<p>Critical Thinking Learning to be careful and accurate in identifying patterns</p>	<p>Oral Drill Skip counting by 10s and 100s and naming place values</p> <p>Guided Discovery Illustrating how to round off numbers to the nearest tens and hundreds using manipulatives</p> <p>Inductive Method Observing the pattern for rounding any number up or down</p>	<p>Formative Written exercise</p>	<ul style="list-style-type: none"> • Accuracy • Attentiveness 	<p>number lines</p>
<p>LESSON 5 More on Rounding Off Numbers</p>	<p><i>Round numbers to the nearest ten thousand and hundred thousand</i></p>	<p>Literacy and Numeracy Learning to round off</p>	<p>Drill and Practice Reading 5- to 6-digit numbers and identifying</p>	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share 	<ul style="list-style-type: none"> • Diligence • Accuracy • Cooperation 	<p>chart (see WT, p.24)</p>

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		4- to 6-digit numbers Collaboration Working harmoniously with peers	digits given place values Discussion Explaining how the previously learned rule can be applied when rounding off larger numbers			
LESSON 6 Ordinal Numbers	M3NS-Ic-16.3 MELC Identify ordinal numbers from 1st to 100th with emphasis on the 21st to 100th object in a given set from a given point of reference	Collaboration Learning to share one's abilities and know-how in a particular task Literacy and Numeracy Learning to identify ordinal numbers	Review Naming objects using ordinal numbers from 1st to 20th Discussion Explaining how ordinal numbers from 21st to 100th are written in symbols and in words	Formative • Written exercise • Think-Pair-Share	• Orderliness in one's personal habits and attitudes • Helpfulness	• 20 objects found in the classroom • calendar
LESSON 7 Money as Pesos and Centavos	M3NS-Ic-19.2 MELC Recognize coins and bills up to Php1000 M3NS-Ic-20.2 MELC Read and write money in symbols and in words through Php1000 in pesos and centavos	Literacy and Numeracy Learning to identify the different peso coins and bills Financial Literacy Learning to spend money wisely	Drill and Practice Naming amounts using real or play money Discussion • Identifying different peso coins and bills • Illustrating how to read and write money in symbols and in words • Pointing out the symbols used in writing amounts of money	Formative • Oral drill • Homework • Written exercise	• Wise decision-making • Discipline in using money	real or play money (coins and bills)

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LESSON 8 Comparing Money Values	M3NS-Id-22.2 MELC Compare values of the different denominations of coins and bills through Php1000 using relation symbols	Literacy and Numeracy Learning to compare money values of various denominations of bills and coins Financial Literacy Learning to spend money wisely	Oral Drill Reading money values Review Comparing two-digit numbers using relation symbols Discussion <ul style="list-style-type: none"> Explaining how to compare money values Emphasizing how comparing money values and comparing numbers are the same 	Formative <ul style="list-style-type: none"> Written exercise Homework Summative Written exercise	<ul style="list-style-type: none"> Wise decision-making Responsibility Discipline 	place value chart
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***Italicized text under DepEd K to 12 Learning Competencies column are add-on skills. Also, as noted in the Content Standard, some parts (discussion and exercises) that involve whole numbers beyond 10,000 as add-on skills.*

Chapter 2: Addition of Numbers		Time Frame: 12 days	
Content Standard	The learner demonstrates understanding of the addition of whole numbers, including money.	Performance Standard	The learner is able to apply the addition of whole numbers, including money, in mathematical problems and in real-life situations.

Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Addition Without Regrouping	M3NS-Id-27.6 MELC Add 3- to 4-digit numbers up to three addends with sum up to 10,000 without regrouping	Literacy and Numeracy Learning to master basic addition facts Collaboration Working harmoniously	Oral Drill Practicing basic addition facts Review Adding three-digit numbers without	Formative <ul style="list-style-type: none"> Written exercise Homework Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Appreciation of the importance of learning basic facts Accuracy Cooperation 	<ul style="list-style-type: none"> flash cards picture of stadium filled with people

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		with peers	regrouping			
			<p>Guided Learning Illustrating the step-by-step procedure on adding four-digit numbers</p> <p>Individual Learning Adding 4- to 5-digit numbers up to four addends without regrouping</p>			
<p>LESSON 2 Addition with Regrouping</p>	<p>M3NS-Id-27.6 MELC Add 3- to 4-digit numbers up to three addends with sums up to 10,000 with regrouping</p>	<p>Literacy and Numeracy Learning to perform the algorithm for addition with regrouping</p> <p>Collaboration Learning to share one's abilities and know-how in a particular task</p>	<p>Drill or Game Practicing basic addition facts</p> <p>Review Identifying place value of digits in large numbers</p> <p>Guided Learning Presenting step-by-step algorithm for addition up to four addends with regrouping while providing leading questions</p>	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Accuracy in doing one's work • Helpfulness • Tolerance 	flash cards
<p>LESSON 3 Estimation of Sums</p>	<p>M3NS-Ie-31 MELC Estimate the sum of 3- to 4- digit addends with reasonable</p>	<p>Critical Thinking Applying previously learned knowledge to learn new skill</p>	<p>Drill and Practice Identifying place values of digits in given numbers</p>	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Homework • Problem solving 	<ul style="list-style-type: none"> • Diligence • Accuracy 	place value chart

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	results	Literacy and Numeracy Learning to estimate the sums of 4- to 5-digit numbers	Guided Learning <ul style="list-style-type: none"> Showing how to estimate the sum of two 3-digit addends Pointing out the meaning of <i>about</i> in word problems Individual Learning Estimating sums of 4- to 5-digit numbers			
LESSON 4 Mental Addition	M3NS-Ie-28.7 MELC Add mentally 2- and 1-digit numbers without or with regrouping using appropriate strategies M3NS-Ie-28.8 MELC Add mentally 2- to 3-digit numbers with multiples of hundreds using appropriate strategies	Literacy and Numeracy Learning to use basic addition facts in dealing with mental addition Critical Thinking Applying appropriate mental addition strategies in solving problems Collaboration Working harmoniously with peers	Drill and Practice Practicing basic addition facts Review Expressing two-digit numbers in expanded form Deductive Method Presenting appropriate mental addition strategies and providing several examples	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Accuracy Perseverance 	flash cards
LESSON 5 One-Step Word Problems Involving Addition	M3NS-If-29.3 MELC Solve routine and nonroutine problems involving addition of whole numbers with sums up to 10,000 including money using appropriate problem-solving strategies and tools	Problem Solving Learning to follow the four steps in solving word problems Adaptability Learning to cope with life's discomforts like floods, typhoons, and other calamities	Drill and Practice Practicing basic addition facts Discussion <ul style="list-style-type: none"> Explaining the four-step guide in solving word problems Pointing out the importance of 	Formative <ul style="list-style-type: none"> Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Cooperation Disaster preparedness Willingness to help others in need 	<ul style="list-style-type: none"> flash cards chart containing the 4-step plan in solving word problems

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		Collaboration Working harmoniously with peers	labeling the final answer			
LESSON 6 Creating Problems Involving Addition	M3NS-If-30.3 Create problems involving addition of whole numbers including money	Critical Thinking Learning to analyze the given facts to formulate word problems Problem Solving Applying the steps in solving word problems Collaboration Working harmoniously with peers	Review Recalling the steps in solving word problems Discussion <ul style="list-style-type: none"> • Explaining the pointers in creating word problems • Showing how to formulate problems • Emphasizing the importance of checking the answer 	Formative <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving Summative <ul style="list-style-type: none"> • Written exercise • Problem solving 	<ul style="list-style-type: none"> • Perseverance • Cooperation • Accuracy 	perception cards containing the steps in solving word problems

As noted in the Content Standard, some parts (discussion and exercises) that involve whole numbers beyond 10,000 as add-on skills.

Chapter 3: Subtraction of Numbers		Time Frame: 14 days	
Content Standard	The learner demonstrates understanding of the subtraction of whole numbers, including money.	Performance Standard	The learner is able to apply the subtraction of whole numbers, including money, in mathematical problems and in real-life situations.

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Content	DepEd K to 12 Learning Competencies** (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Subtraction Without Regrouping	M3NS-Ig-32.6 MELC Subtract 3- to 4-digit numbers from 3- to 4- digit numbers without regrouping	Literacy and Numeracy Understanding subtraction as the opposite of addition Collaboration Working harmoniously with peers	Drill and Practice Practicing basic addition and subtraction facts Review Subtracting 2- or 3- digit numbers without regrouping Demonstration <ul style="list-style-type: none"> Illustrating how to subtract 3- and 4- digit numbers using place value chart Pointing out how to check the answer Showing how to subtract 3- to 5- digit numbers using short method 	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Patience Persistence 	<ul style="list-style-type: none"> fact triangles place value chart
LESSON 2 Subtraction with Regrouping	M3NS-Ig-32.6 MELC Subtract 3- to 4-digit numbers from 3- to 4- digit numbers with regrouping	Critical Thinking Learning when and how to regroup in order to do subtraction	Drill and Practice Practicing basic addition and subtraction facts Review Subtracting numbers without regrouping	Formative <ul style="list-style-type: none"> Written exercise Homework Problem solving 	<ul style="list-style-type: none"> Persistence in doing the tasks at hand Accuracy 	fact triangles

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			<p>Guided Learning</p> <ul style="list-style-type: none"> Performing with the class the step-by-step algorithm for subtraction with regrouping Demonstrating how to rename and regroup in the minuend Showing how to perform the short form using 3- to 5-digit numbers 			
<p>LESSON 3 Subtraction with Zeros</p>	<p><i>Subtract 3- to 4-digit numbers from 4- to 5-digit numbers with regrouping and with zeros in the minuend</i></p>	<p>Critical Thinking Understanding what happens to the continuous zeros in the minuend</p> <p>Collaboration Working harmoniously with peers</p>	<p>Drill and Practice Practicing basic addition and subtraction facts</p> <p>Review Expressing 3- to 5-digit numbers in expanded form</p> <p>Guided Learning</p> <ul style="list-style-type: none"> Working out the solution to a subtraction problem with the class Pointing out what happens to the zeros in the minuend 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Valuing the importance of saving Responsibility Accountability 	<ul style="list-style-type: none"> fact triangles place value chart
<p>LESSON 4 Estimation of Differences</p>	<p>M3NS-Ih-36 MELC Estimate the difference of two</p>	<p>Literacy and Numeracy Learning to estimate the difference of 3- to</p>	<p>Oral Drill Reading 3- to 4-digit numbers</p>	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share 	<ul style="list-style-type: none"> Appreciation of the importance of recycling Respect for one's 	<p>number cards</p>

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	numbers with three to four digits with reasonable results	4-digit numbers Civic Literacy Learning to protect the environment Collaboration Working harmoniously with peers	Review Rounding off 3- to 4-digit numbers to greatest place value Demonstration <ul style="list-style-type: none"> Showing how to estimate the difference of 3- to 4-digit numbers Emphasizing the importance of checking the reasonableness of result 	<ul style="list-style-type: none"> Problem solving 	<ul style="list-style-type: none"> ideas Cooperation 	
LESSON 5 Mental Subtraction	<p>M3NS-Ih-33.5 MELC Subtract mentally 1- to 2-digit numbers without and with regrouping using appropriate strategies</p> <p>M3NS-li-33.6 MELC Subtract mentally 2- to 3-digit numbers with multiples of hundreds without and with regrouping using appropriate strategies</p>	<p>Literacy and Numeracy Learning to use basic addition and subtraction facts in dealing with mental subtraction</p> <p>Critical Thinking Learning to use appropriate mental subtraction strategies in solving problems</p> <p>Collaboration Working harmoniously with peers</p>	<p>Drill and Practice Practicing basic addition and subtraction facts</p> <p>Review Expressing 3-digit numbers in expanded form</p> <p>Demonstration Illustrating how to use different mental subtraction strategies and providing several examples</p>	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Homework Problem solving 	<ul style="list-style-type: none"> Appreciation for parents' sacrifices Being a responsible child 	<ul style="list-style-type: none"> fact triangles place value chart picture showing a girl selling sampaguita garlands
LESSON 6 Word Problems Involving Subtraction	M3NS-li-34.5 MELC Solve routine and nonroutine problems involving subtraction without or with	Collaboration Learning to share one's knowledge with others	Drill and Practice Practicing basic subtraction facts	<p>Formative</p> <ul style="list-style-type: none"> Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Cooperation Perseverance 	fact triangles

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	addition of whole numbers including money using appropriate problem-solving strategies and tools	Problem Solving Applying the steps in solving word problems	Review Recalling the steps in solving word problems Guided Learning <ul style="list-style-type: none"> • Solving one- and two-step problems with the class while asking leading questions • Demonstrating how to use model/diagram • Pointing out the importance of writing the answer in a complete sentence 			
LESSON 7 Creating Problems Involving Subtraction	M3NS-Ij-35.4 Create problems involving addition and/or subtraction of whole numbers including money	Critical Thinking Learning to analyze the given facts to formulate one- and two-step word problems Problem Solving Applying the steps in solving word problems Collaboration Working harmoniously with peers	Review Recalling how to formulate problems using perception cards Guided Learning <ul style="list-style-type: none"> • Creating word problems with the pupils for each of given facts • Applying the previously learned pointers in formulating and solving word problems 	Formative <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving Summative <ul style="list-style-type: none"> • Written exercise • Problem solving 	<ul style="list-style-type: none"> • Cooperation • Accuracy • Perseverance 	perception cards containing given facts about a problem

***Italicized text under DepEd K to 12 Learning Competencies column are add-on skills. Also, as noted in the Content Standard, some parts (discussion and exercises) that involve whole numbers beyond 10,000 as add-on skills.*

2nd Quarter

Chapter 4: Multiplication of Numbers		Time Frame: 21 days	
Content Standard	The learner demonstrates understanding of the multiplication of whole numbers, including money.	Performance Standard	The learner is able to apply the multiplication of whole numbers, including money, in mathematical problems and in real-life situations.

Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Multiplication Tables	M3NS-IIa-41.2 MELC Visualize multiplication of numbers 1 to 10 by 6, 7, 8, and 9 M3NS-IIa-41.3 MELC Visualize and state basic multiplication facts for numbers up to 10	Literacy and Numeracy Learning to use skip counting to complete multiplication tables Collaboration Working harmoniously with peers	Drill and Practice <ul style="list-style-type: none"> Practicing basic multiplication facts of 2 to 5 Skip counting using hundreds charts Discussion <ul style="list-style-type: none"> Relating skip counting to multiplication Showing how to obtain a product using the multiplication table Guiding the pupils in completing tables 6 to 9 	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Accuracy Patience 	<ul style="list-style-type: none"> hundreds chart multiplication tables of 6 to 9 fact triangles
LESSON 2 Properties of Multiplication	M3NS-IIb-40.4 MELC Apply the commutative property of multiplication	Literacy and Numeracy Being familiar with the properties of multiplication	Oral Drill Practicing basic multiplication facts using flash cards	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share Homework Problem solving 	<ul style="list-style-type: none"> Cooperation Tolerance 	flash cards

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	<p>M3NS-IIb-40.5 MELC Multiply 2-digit by 1-digit numbers using the distributive property of multiplication</p> <p>M3NS-IIb-40.6 MELC Multiply three 1-digit numbers using the associative property of multiplication</p>	<p>Collaboration Working harmoniously with peers</p>	<p>Review Writing multiplication sentences from repeated addition sentences</p> <p>Inductive Method</p> <ul style="list-style-type: none"> • Presenting different multiplication sentences • Asking leading questions and stating the properties 			
<p>LESSON 3 Multiplication Without Regrouping</p>	<p>M3NS-IIc-43.1 MELC Multiply 2- to 3-digit numbers by 1-digit numbers without regrouping</p> <p>M3NS-IIc-43.2 MELC Multiply 2-digit numbers by 2-digit numbers without regrouping</p>	<p>Literacy and Numeracy Learning and applying the basic multiplication facts</p> <p>Collaboration Working harmoniously with peers</p>	<p>Drill and Practice Practicing basic multiplication facts using flash cards</p> <p>Review Multiplying 2- to 3-digit numbers by 1-digit numbers without regrouping</p> <p>Demonstration</p> <ul style="list-style-type: none"> • Illustrating the step-by-step algorithm for multiplying 2- by 1-digit numbers without regrouping • Providing other examples with 2-digit multipliers and 3- or 4-digit multiplicands 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Homework • Think-Pair-Share • Problem solving 	<p>Appreciation of the usefulness of math skills in daily life</p>	<ul style="list-style-type: none"> • flash cards • place value chart
<p>LESSON 4 Multiplication with Regrouping</p>	<p>M3NS-IIc-43.1 MELC Multiply 2- to 3-digit numbers by 1-digit</p>	<p>Critical Thinking Learning when and how to regroup in multiplication</p>	<p>Review Multiplying by 1- to 2-digit numbers without regrouping</p>	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Problem solving 	<ul style="list-style-type: none"> • Valuing the importance of the fruit industry • Perseverance 	<p>picture showing two boys putting santol in crates</p>

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	<p>numbers with regrouping</p> <p>M3NS-IIc-43.3 MELC Multiply 2-digit numbers by 2-digit numbers with regrouping</p>		<p>Demonstration</p> <ul style="list-style-type: none"> Showing the step-by-step procedure on multiplying 2- to 4-digit numbers by 1- to 2-digit numbers with regrouping Pointing out how final products are obtained from partial products 			
<p>LESSON 5 Multiplication by Multiples of 10 and 100</p>	<p>M3NS-IIc-43.4 MELC Multiply 2- to 3-digit numbers by multiples of 10 and 100</p> <p>M3NS-IIc-43.5 MELC Multiply 1- to 2-digit numbers by 1000</p>	<p>Literacy and Numeracy Learning to apply shortcut method in multiplying by multiples of 10 and 100</p> <p>Collaboration Working harmoniously with peers</p>	<p>Drill and Practice</p> <ul style="list-style-type: none"> Skip counting by 2s, 5s, and 10s Introducing the term <i>multiple</i> and providing some examples of multiples of 10 and 100 <p>Demonstration Showing how to multiply 2- to 3-digit numbers by multiples of 10 and 100</p>	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Homework Think-Pair-Share Problem solving 	<p>Appreciation of the short way of doing the algorithm</p>	<p>pictures of objects grouped by 10s and by 100s</p>
<p>LESSON 6 Estimating the Product</p>	<p>M3NS-IIc-44.1 MELC Estimate the product of 2- to 3-digit numbers and 1- to 2-digit numbers with reasonable results</p>	<p>Literacy and Numeracy Learning to estimate products</p> <p>Financial Literacy Learning to manage one's money responsibly</p>	<p>Drill and Practice Multiplying 2- to 3-digit numbers by 10 and 100</p> <p>Review Rounding off 3- to 4-digit numbers to greatest place value</p> <p>Discussion</p> <ul style="list-style-type: none"> Recalling how to estimate sums and 	<p>Formative</p> <ul style="list-style-type: none"> Oral and written exercises Homework Problem solving 	<ul style="list-style-type: none"> Valuing the importance of saving money Perseverance in producing the desired results 	<p>picture showing a boy depositing money in a bank</p>

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			<p>differences</p> <ul style="list-style-type: none"> Solving the presented problem involving estimation of products with the class 			
<p>LESSON 7 Mental Multiplication</p>	<p>M3NS-Ile-42.2 MELC Multiply mentally 2-digit by 1-digit numbers without regrouping with products of up to 100</p>	<p>Literacy and Numeracy Learning to use the basic multiplication facts in dealing with mental multiplication</p> <p>Critical Thinking Applying appropriate mental multiplication strategies in solving problems</p> <p>Collaboration Working harmoniously with peers</p>	<p>Oral Drill Practicing basic multiplication facts using flash cards</p> <p>Review Recalling the properties of multiplication</p> <p>Demonstration Showing how to apply different strategies for mental multiplication</p>	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Homework Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Accuracy Patience 	<p>flash cards</p>
<p>LESSON 8 Word Problems Involving Multiplication</p>	<p>M3NS-Ile-45.3 MELC Solve routine and nonroutine problems involving multiplication without or with addition and subtraction of whole numbers including money using appropriate problem-solving strategies and tools</p>	<p>Problem Solving Learning to follow the 4-step plan in solving word problems</p> <p>Collaboration Learning to share one's knowledge with others</p>	<p>Drill and Practice Practicing basic multiplication facts using window cards</p> <p>Review Multiplying by 2-digit multipliers</p> <p>Guided Learning</p> <ul style="list-style-type: none"> Working out the solution to a two-step problem with the class while asking comprehension questions 	<p>Formative</p> <ul style="list-style-type: none"> Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Cooperation Tolerance Perseverance 	<ul style="list-style-type: none"> window cards chart containing the four steps in problem solving

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			<ul style="list-style-type: none"> Pointing out the importance of solving for the answer to the hidden question first 			
LESSON 9 Creating Problems Involving Multiplication	M3NS-IIf-46.2 Create problems involving multiplication without or with addition or subtraction of whole numbers including money	Critical Thinking Analyzing the given facts to formulate one- and two-step word problems Problem Solving Applying the steps in solving word problems Collaboration Working harmoniously with peers	Review Talking about the pointers when formulating word problems Guided Learning Formulating one- and two-step word problems cooperatively with the pupils	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Perseverance in trying one's best to accomplish the task Cooperation Accuracy 	perception cards containing the pointers on creating word problems

Chapter 5: Division of Numbers		Time Frame: 21 days	
Content Standard	The learner demonstrates understanding of the division of whole numbers, including money.	Performance Standard	The learner is able to apply the division of whole numbers, including money, in mathematical problems and in real-life situations.

Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Multiples of Numbers	M3NS-IIf-47 MELC Visualize and state the multiples of 1- to 2-digit numbers	Literacy and Numeracy Learning what multiples are and how they are obtained Collaboration Working harmoniously with peers	Oral Drill Skip counting by 3s, 4s, and 5s Discussion <ul style="list-style-type: none"> Identifying multiples of numbers using hundreds chart Pointing out that the multiples of a given 	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share 	<ul style="list-style-type: none"> Attentiveness Diligence 	hundreds chart

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			number are exactly divisible by that number			
LESSON 2 Basic Division Facts	M3NS-IIg-51.2 MELC Visualize division of numbers up to 100 by 6, 7, 8, and 9 M3NS-IIg-51.3 MELC Visualize and state basic division facts of numbers up to 10	Literacy and Numeracy Learning to find division facts using multiplication tables	Drill and Practice Practicing basic multiplication facts using fact triangles Review Recalling how division and multiplication are related Deductive Method <ul style="list-style-type: none"> Presenting the guidelines in using the multiplication table to find basic division facts for 6 to 9 Providing several examples 	Formative <ul style="list-style-type: none"> Written exercise Homework Problem solving 	<ul style="list-style-type: none"> Accuracy Diligence 	<ul style="list-style-type: none"> fact triangles multiplication tables for numbers 1 to 10
LESSON 3 One-Digit Divisors	M3NS-IIh-54.1 MELC Divide 2- to 3-digit numbers by 1-digit numbers without or with remainder	Collaboration Learning to share useful ideas with others while accomplishing the given task Civic Literacy Learning to protect the environment	Drill and Practice <ul style="list-style-type: none"> Practicing basic division facts using fact triangles Asking questions that commonly lead to division Use of Manipulatives Introducing the concept of remainder using counters	Formative <ul style="list-style-type: none"> Written exercise Homework Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Love and care for the environment Cooperation Accuracy 	<ul style="list-style-type: none"> fact triangles counters

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		<p>Literacy and Numeracy Learning to divide by 1-digit divisors</p>	<p>Demonstration Showing the step-by-step procedure for dividing 2- to 3-digit numbers by 1-digit divisors without or with remainder</p>			
<p>LESSON 4 Two-Digit Divisors</p>	<p>M3NS-IIIh-54.1 MELC Divide 2- to 3-digit numbers by 2-digit numbers without and with remainder</p>	<p>Critical Thinking Learning to find appropriate trial divisor to make division easy</p> <p>Literacy and Numeracy Learning to divide by 2-digit divisors</p>	<p>Drill and Practice Practicing basic multiplication/division facts using fact triangles</p> <p>Review Dividing numbers by 1-digit divisors</p> <p>Demonstration</p> <ul style="list-style-type: none"> • Illustrating the step-by-step algorithm for dividing 2- to 4-digit numbers by 2-digit divisors without or with remainder • Explaining what <i>trial divisor</i> means 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Homework • Think-Pair-Share • Problem solving 	Perseverance in arriving at the correct answer	fact triangles
<p>LESSON 5 Division by 10, 100, and 5</p>	<p>M3NS-IIIh-54.2 MELC Divide 2- to 3-digit numbers by 10 and 100 without or with remainder</p>	<p>Critical Thinking Learning to observe patterns to make generalizations</p> <p>Literacy and Numeracy Learning to divide multiples of 10 and 100</p>	<p>Drill and Practice Practicing division facts</p> <p>Review Multiplying whole numbers by 5, 10, and 100</p> <p>Inductive Method</p> <ul style="list-style-type: none"> • Presenting algorithms for dividing multiples of 10 and 100 by 10 and 100, respectively 	<p>Formative</p> <ul style="list-style-type: none"> • Oral drill • Homework • Think-Pair-Share • Written exercise • Problem solving 	Appreciation and acknowledgement of the fact that there is more than one way of doing things	picture for math drill (a footbridge with division facts)

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			<ul style="list-style-type: none"> Asking leading questions to formulate the shortcut method <p>Guided Learning Showing how to divide multiples of 10 by 5 using previously learned knowledge</p>			
<p>LESSON 6 Estimating the Quotient</p>	<p>M3NS-III-55.1 MELC Estimate the quotient of 2- to 3-digit numbers by 1- to 2-digit numbers</p>	<p>Literacy and Numeracy Learning to estimate quotients</p> <p>Critical Thinking Learning to make use of compatible numbers to make estimation easy</p>	<p>Drill and Practice Practicing basic multiplication/division facts using fact triangles</p> <p>Review Dividing numbers by 10</p> <p>Guided Learning</p> <ul style="list-style-type: none"> Working out the solution to a problem involving 1-digit divisor with the class Explaining what compatible numbers are Providing other examples involving 2-digit divisors 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Homework Think-Pair-Share Problem solving 	<p>Perseverance in producing the desired results</p>	<p>fact triangles</p>
<p>LESSON 7 Mental Division</p>	<p>M3NS-III-52.2 MELC Divide mentally 2-digit numbers by 1-digit numbers without remainder using appropriate strategies</p>	<p>Literacy and Numeracy Learning to use basic multiplication facts in dealing with mental division</p> <p>Critical Thinking Learning to rename</p>	<p>Drill and Practice Practicing basic division facts using fact triangles</p> <p>Review</p> <ul style="list-style-type: none"> Estimating quotients using compatible numbers 	<p>Formative</p> <ul style="list-style-type: none"> Oral drill Homework Think-Pair-Share Written exercise Problem solving 	<ul style="list-style-type: none"> Cooperation Perseverance 	<p>fact triangles</p>

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		<p>dividends suitably to make mental division easy</p> <p>Collaboration Working harmoniously with peers</p>	<ul style="list-style-type: none"> Expressing 2-digit numbers in expanded form <p>Discussion</p> <ul style="list-style-type: none"> Showing how renaming addends can be used to divide numbers mentally Pointing out how knowing basic multiplication facts makes mental division easy 			
<p>LESSON 8 Word Problems Involving Division</p>	<p>M3NS-IIj-56.2 MELC Solve routine and nonroutine 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</p>	<p>Problem Solving Learning to follow the steps in solving word problems</p> <p>Collaboration Learning to share one's knowledge with others</p>	<p>Drill and Practice Practicing basic division facts using window cards</p> <p>Review Recalling the steps in solving word problems</p> <p>Guided Learning</p> <ul style="list-style-type: none"> Working out the solution to one- and two-step problems with the class Asking comprehension questions Pointing out appropriate strategies to use when solving for the answer 	<p>Formative</p> <ul style="list-style-type: none"> Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Observance of safety precautions when playing Cooperation Diligence 	<ul style="list-style-type: none"> window cards picture showing two boys flying kites
<p>LESSON 9 Creating Problems Involving Division</p>	<p>M3NS-IIj-57.2 Create problems involving division</p>	<p>Critical Thinking Learning to analyze the given facts to create</p>	<p>Review Recalling how to formulate problems</p>	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share 	<ul style="list-style-type: none"> Persistence in accomplishing the assigned tasks 	<ul style="list-style-type: none"> perception cards containing given facts about a problem

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	without or with any of the other operations of whole numbers including money	two-step word problems Problem Solving Applying the steps in solving word problems Collaboration Working harmoniously with peers	using perception cards and chart Guided Learning • Leading the pupils to create two-step word problems given sets of data • Applying the previously learned pointers in formulating and solving word problems	• Problem solving Summative • Written exercise • Problem solving	• Patience • Cooperation	• chart containing pointers on how to create word problems
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3rd Quarter

Chapter 6: Fractions		Time Frame: 14 days	
Content Standard	The learner demonstrates understanding of proper and improper, similar and dissimilar, and equivalent fractions.	Performance Standard	The learner is able to recognize and represent proper and improper, similar and dissimilar, and equivalent fractions in various forms and contexts.

Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Odd and Even Numbers	M3NS-IIIa-63 MELC Identify odd and even numbers	Literacy and Numeracy Learning to identify and differentiate odd and even numbers	Oral Drill Reading 2- to 3-digit numbers using flash cards	Formative • Written exercise • Think-Pair-Share • Problem solving	• Tolerance • Cooperation	• flash cards • 10 objects of the same kind

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		<p>Collaboration Learning to share one's knowledge with others</p>	<p>Guided Discovery</p> <ul style="list-style-type: none"> Showing how to identify odd and even numbers using manipulatives Pointing out that zero is not odd nor even 			
<p>LESSON 2 Fractions as Part of a Whole or Set</p>	<p>M3NS-IIIb-72.5 MELC Represent fractions using regions, sets, and the number line</p>	<p>Communication Learning to share one's experiences with others</p>	<p>Review Recalling the concept of fractions</p> <p>Use of Manipulatives Explaining the concept of fractions as part of a whole or set using varied objects</p>	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Homework Problem solving 	<ul style="list-style-type: none"> Generosity Sharing with others the gifts received 	<ul style="list-style-type: none"> cutouts or pictures showing fractions as parts of wholes or sets number line
<p>LESSON 3 Fractions Equal to 1</p>	<p>M3NS-IIIa-72.4 MELC Visualize and represent fractions that are equal to one</p> <p>M3NS-IIIb-76.3 MELC Read and write fractions that are equal to one in symbols and in words</p>	<p>Literacy and Numeracy Learning to identify fractions equal to 1</p>	<p>Review Naming fractional parts of a whole</p> <p>Guided Discovery</p> <ul style="list-style-type: none"> Pointing out how equal parts make up a whole using manipulatives Asking leading questions 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Homework Think-Pair-Share 	<ul style="list-style-type: none"> Cooperation Accuracy 	<ul style="list-style-type: none"> paper plates rectangular cutouts
<p>LESSON 4 Fractions Greater than 1</p>	<p>M3NS-IIIa-72.4 MELC Visualize and represent fractions that are greater than one</p> <p>M3NS-IIIb-76.3 MELC Read and write fractions that are greater than one in symbols and in words</p>	<p>Literacy and Numeracy Learning to identify and distinguish fractions greater than one</p>	<p>Review Naming fractions less than one and equal to one</p> <p>Guided Discovery</p> <ul style="list-style-type: none"> Presenting pictures or objects that name fractions greater than one 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Homework Problem solving 	<ul style="list-style-type: none"> Accuracy in carrying out one's tasks Patience 	<ul style="list-style-type: none"> picture cards cutouts

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			<ul style="list-style-type: none"> Asking leading questions to introduce the concept of such fractions <p>Discussion Showing how to write improper fractions as mixed numbers and vice versa</p>			
<p>LESSON 5 Comparing Dissimilar Fractions</p>	<p>M3NS-IIIc-72.6 MELC Visualize and represent dissimilar fractions</p> <p>M3NS-III d-77.3 MELC Visualize, represent, and compare dissimilar fractions</p>	<p>Critical Thinking Learning to find appropriate denominators in renaming dissimilar fractions</p> <p>Literacy and Numeracy Learning to rename and compare dissimilar fractions</p>	<p>Drill and Practice Reading and writing fractions</p> <p>Review Identifying different kinds of fractions (proper and improper, equal to or greater than 1, and similar fractions)</p> <p>Pictorial to Abstract Method</p> <ul style="list-style-type: none"> Showing how to compare dissimilar fractions using illustrations Leading the pupils to compare without the aid of drawings Pointing out that renaming a fraction does not change its value 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Generosity Diligence 	<ul style="list-style-type: none"> picture cards depicting fractions paper plates
<p>LESSON 6 Ordering Dissimilar Fractions</p>	<p>M3NS-III d-78.3 MELC Visualize, represent, and arrange dissimilar fractions in increasing</p>	<p>Critical Thinking Learning to find appropriate denominators in renaming dissimilar</p>	<p>Review Recalling how to name fractions and compare whole numbers</p>	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<p>Perseverance in doing one's task to arrive at a desired goal</p>	<ul style="list-style-type: none"> cutouts/cartolina strips depicting fractions magnetic board

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	or decreasing order	fractions	Discussion			
		Literacy and Numeracy Learning to compare and arrange dissimilar fractions	<ul style="list-style-type: none"> Showing how to order dissimilar fractions by comparing two fractions at a time Pointing out that fractions can be arranged in two ways 			
LESSON 7 Equivalent Fractions	M3NS-IIIe-72.7 MELC Visualize and generate equivalent fractions	Literacy and Numeracy Learning to express fractions as equivalent fractions Collaboration Learning to share one's knowledge with others	Drill and Practice Naming fractional parts of a whole or set Guided Discovery <ul style="list-style-type: none"> Introducing the concept of equivalent fractions using fraction bars Leading the pupils to generate equivalent fractions in two ways 	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share Homework Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Practicing fairness Patience Accuracy 	<ul style="list-style-type: none"> cutouts depicting fractions fraction bars

Chapter 7: Geometry		Time Frame: 12 days	
Content Standard	The learner demonstrates understanding of lines, symmetrical designs, and tessellation using square, triangle, and other shapes that can tessellate.	Performance Standard	The learner is able to recognize and represent lines in real objects and designs or drawings, complete symmetrical designs, and create patterns of designs using squares, triangles, and other shapes that can tessellate.

Content	DepEd K to 12 Learning Competencies** (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Points, Lines, Line Segments, and Rays	M3GE-IIIe-11 MELC Recognize and draw a point, line, line	Literacy and Numeracy Learning to recognize the basic geometric	Discussion <ul style="list-style-type: none"> Describing basic geometric figures using pictures 	Formative <ul style="list-style-type: none"> Written exercise Homework 	Accuracy in drawing/ illustrating geometric figures	pictures/drawings of houses that depict geometric figures

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	segment, and ray	concepts	<ul style="list-style-type: none"> Pointing out how each is denoted by symbols Asking pupils to give concrete models of each 	<ul style="list-style-type: none"> Think-Pair-Share 		
LESSON 2 Kinds of Lines	M3GE-IIIg-12.1 MELC Recognize and draw parallel, intersecting, and perpendicular lines	Literacy and Numeracy Learning to identify and distinguish the different kinds of lines	<p>Review Recalling the concepts of lines and line segments</p> <p>Guided Discovery</p> <ul style="list-style-type: none"> Presenting drawings of the different kinds of lines Pointing out the distinct characteristics of the different kinds of lines to introduce the concept 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Homework 	Accuracy in drawing the different kinds of lines	ruler
LESSON 3 Congruent Line Segments	M3GE-IIIg-13 MELC Visualize, identify, and draw congruent line segments	<p>Literacy and Numeracy Learning to draw congruent line segments</p> <p>Collaboration Working harmoniously with peers</p>	<p>Review Identifying basic geometric figures and naming line segments</p> <p>Guided Discovery</p> <ul style="list-style-type: none"> Introducing the concept of congruent line segments using pieces of string Asking leading questions 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Homework Think-Pair-Share 	<ul style="list-style-type: none"> Cooperation Accuracy in drawing congruent line segments 	<ul style="list-style-type: none"> chart showing different line segments pieces of string ruler
LESSON 4 Symmetry	M3GE-IIIg-7.3 MELC Identify and visualize symmetry in the environment and in design	Creativity Learning to visualize and appreciate symmetry in one's surrounding	<p>Review Identifying different kinds of lines</p> <p>Discussion</p> <ul style="list-style-type: none"> Explaining what line of symmetry is using 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Homework 	Appreciation of symmetry found in one's surroundings	<ul style="list-style-type: none"> picture of children's playground depicting different kinds of lines pieces of paper mirror pair of scissors guava leaf

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	<p>M3GE-IIIg-7.4 MELC Identify and draw the line of symmetry in a given symmetrical figure</p> <p>M3GE-IIIh-7.5 MELC Complete a symmetrical figure with respect to a given line of symmetry</p>	<p>Collaboration Working harmoniously with peers</p>	<p>real objects and pictures</p> <ul style="list-style-type: none"> Emphasizing symmetry in figures using a mirror 			<ul style="list-style-type: none"> picture of a butterfly
<p>LESSON 5 Slide, Flip, and Turns</p>	<p><i>Identify each of the three motions in geometry</i></p>	<p>Creativity Learning to apply geometric motions in making designs</p> <p>Collaboration Working harmoniously with peers</p>	<p>Review Measuring congruent line segments</p> <p>Discussion</p> <ul style="list-style-type: none"> Introducing the three motions in geometry Demonstrating each movement using real objects and cutouts Pointing out the change in the position of each figure but not in its size 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Homework Think-Pair-Share 	<p>Appreciation of geometric motions in making designs</p>	<ul style="list-style-type: none"> cutouts of shapes book ruler mirror
<p>LESSON 6 Tessellations</p>	<p>M3GE-IIIh-8.3 Tessellate the plane using triangles, squares, and other shapes that can tessellate</p>	<p>Collaboration Learning to share one's ability with others</p> <p>Creativity Applying previously learned skills in creating tessellations</p>	<p>Review Recalling the three types of motion</p> <p>Discussion</p> <ul style="list-style-type: none"> Defining <i>tessellation</i> Demonstrating how some shapes can tessellate using cutouts Pointing out how the three geometric 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Homework Think-Pair-Share <p>Summative Written exercise</p>	<ul style="list-style-type: none"> Perseverance in accomplishing the task at hand Patience Cooperation 	<ul style="list-style-type: none"> cutouts of different shapes pictures of a honeycomb and a tiled floor

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			motions create tessellations		
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***Italicized text under DepEd K to 12 Learning Competencies column are add-on competencies.*

Chapter 8: Patterns and Algebra		Time Frame: 5 days	
Content Standard	The learner demonstrates understanding of continuous and repeating patterns and mathematical sentences involving multiplication and division of whole numbers.	Performance Standard	The learner is able to apply knowledge of continuous and repeating patterns and number sentences involving multiplication or division of whole numbers in various situations.

Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Patterns	M3AL-IIIi-4 MELC Determine the missing term/s in a given combination of continuous and repeating pattern	Critical Thinking Learning to be careful and accurate in identifying patterns Collaboration Working harmoniously with peers Communication Expressing own ideas clearly	Review Identifying odd and even numbers Discussion • Presenting sequence of objects using letter/picture cards • Guiding the pupils in observing the pattern and continuing the sequence • Encouraging them to state the rule in their own words	Formative • Written exercise • Homework • Think-Pair-Share	• Appreciation of patterns found in one's surroundings • Accuracy	picture and/or letter cards
LESSON 2 Solving Number Sentences	M3AL-IIIj-12 MELC Find the missing value in a number sentence involving multiplication or division of whole numbers	Critical Thinking Applying previously learned knowledge to solve number sentences	Review Recalling the relationship between addition and subtraction, and multiplication and	Formative • Written exercise • Think-Pair-Share Summative • Written exercise	• Determination in pursuing an activity to the best of one's ability • Patience • Accuracy	• fact triangles • perception cards containing number sentences

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		<p>Problem Solving Applying backward method in solving word problems</p>	<p>division using fact triangles</p> <p>Discussion</p> <ul style="list-style-type: none"> Describing the parts of a number sentence Illustrating how to find the missing value in a number sentence using previously learned knowledge 	<ul style="list-style-type: none"> Problem solving 		
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4th Quarter

Chapter 9: Measurement		Time Frame: 24 days	
Content Standard	The learner demonstrates understanding of conversion of time, linear, mass, and capacity measures and area of square and rectangle.	Performance Standard	The learner is able to apply knowledge of conversion of time, linear, mass, and capacity measures and area of square and rectangle in mathematical problems and in real-life situations.

Content	DepEd K to 12 Learning Competencies** (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Conversion of Time Measures	M3ME-IVa-8 MELC Visualize, represent, and convert time measure from seconds to minutes, minutes to hours, and hours to a day and vice versa	<p>Literacy and Numeracy Learning to use the skills on basic operations in converting time measure</p> <p>Critical Thinking Learning when to divide</p>	<p>Drill and Practice Multiplying and dividing 1- to 3-digit numbers</p> <p>Discussion</p> <ul style="list-style-type: none"> Showing how to convert time measures from one unit to another 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Homework Problem solving 	<ul style="list-style-type: none"> Observance of punctuality in performing one's tasks and commitments Responsibility Accuracy 	chart containing table of equivalences

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	<p>M3ME-IVa-9 MELC</p> <p>Visualize, represent, and convert time measure:</p> <p>(a) days to week, month, and year, and vice versa;</p> <p>(b) weeks to months and year, and vice versa;</p> <p>(c) months to year and vice versa</p>	<p>or multiply when converting time measures</p>	<ul style="list-style-type: none"> Pointing out when multiplication or division is used 			
<p>LESSON 2 Exact Time Between Dates</p>	<p><i>Find the exact time between dates</i></p>	<p>Literacy and Numeracy Learning to find exact time between dates</p> <p>Collaboration Working harmoniously with peers</p>	<p>Discussion</p> <ul style="list-style-type: none"> Talking about events or holidays celebrated on each month of the year Demonstrating how to determine the exact time between dates Pointing out how to translate dates in numerical form 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Homework Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Honoring important events in one's life Accuracy 	<p>pictures depicting important events or holidays</p>
<p>LESSON 3 Word Problems Involving Time Measure</p>	<p>M3ME-IVb-10 MELC</p> <p>Visualize, represent, and solve problems involving conversion of time measure</p>	<p>Problem Solving Learning to analyze and understand problems carefully to arrive at a correct solution</p> <p>Collaboration Working harmoniously with peers</p>	<p>Drill and Practice Telling time before and after a specific time</p> <p>Guided Learning</p> <ul style="list-style-type: none"> Working out the solution to a word problem with the class Asking comprehension questions 	<p>Formative</p> <ul style="list-style-type: none"> Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Cooperation Tolerance 	<ul style="list-style-type: none"> toy clock picture showing a man boarding a plane

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<p>LESSON 4 Common Units of Measure</p>	<p>M3ME-IVb-39 MELC Visualize, represent, and convert common units of measure from larger to smaller unit and vice versa: meter and centimeter, and kilogram and gram</p>	<p>Literacy and Numeracy Learning to represent and convert common units of length and mass</p> <p>Critical Thinking Learning when to divide or multiply when converting units of measure</p>	<p>Review Recalling how to measure length of objects using ruler and meterstick</p> <p>Discussion</p> <ul style="list-style-type: none"> • Introducing <i>decimeter</i> and <i>kilometer</i> • Pointing out the short forms for common units of length and mass • Explaining how to convert one unit to another 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Accuracy in dealing with assigned tasks • Patience 	<ul style="list-style-type: none"> • ruler • meterstick • strips of paper • paper clips • book (weighs about one kilogram)
<p>LESSON 5 Word Problems Involving Common Units of Measure</p>	<p>M3ME-IVc-40 MELC Visualize, represent, and solve routine and nonroutine problems involving conversions of common units of measure</p>	<p>Problem Solving Learning to analyze and understand problems carefully to arrive at a correct solution</p> <p>Collaboration Learning to share one's knowledge with others</p>	<p>Review Recalling the steps in solving word problems</p> <p>Cooperative Learning</p> <ul style="list-style-type: none"> • Dividing the class into groups of two or three • Having each group solve cooperatively the presented word problems 	<p>Formative</p> <ul style="list-style-type: none"> • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Cooperation • Tolerance • Accuracy 	<p>perception cards containing the steps in solving word problems</p>
<p>LESSON 6 Capacity Measure</p>	<p>M3ME-IVb-39 MELC Visualize, represent, and convert common units of measure from larger to smaller unit and vice versa: liter and milliliter</p> <p>M3ME-IVc-41 Visualize, represent,</p>	<p>Literacy and Numeracy Learning to convert standard units of capacity</p> <p>Critical Thinking Learning when to multiply or divide when converting units of measure</p>	<p>Review Multiplying and dividing numbers by 10 and 100</p> <p>Discussion</p> <ul style="list-style-type: none"> • Pointing out the meaning of <i>capacity</i> and recalling its standard units of measure 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Homework • Problem solving 	<ul style="list-style-type: none"> • Being a wise consumer • Diligence 	<ul style="list-style-type: none"> • pictures of products sold in liters and milliliters • pictures of containers with different capacities

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	and find the capacity of a container using milliliter and liter		<ul style="list-style-type: none"> Explaining how to convert milliliters to liters and vice versa 			
LESSON 7 Word Problems Involving Capacity Measure	M3ME-IVd-42 MELC Visualize, represent, and solve routine and nonroutine problems involving capacity measure	Critical Thinking Learning to discover and try other strategies that will help in solving word problems	Review Converting milliliters to liters and vice versa Guided Learning <ul style="list-style-type: none"> Walking the class through each step in solving the presented word problems Reminding the pupils to verify the answer and write the correct unit of measure 	Formative <ul style="list-style-type: none"> Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Perseverance in dealing with the assigned tasks Cooperation 	(none)
LESSON 8 Area of Rectangles and Squares	M3ME-IVd-43 MELC Visualize, represent, and measure area using appropriate units M3ME-IVe-44 Derive the formula for the area of a rectangle and a square M3ME-IVe-45 Visualize, represent, and find the area of a square and a rectangle in sq. cm and sq. m	Literacy and Numeracy Learning to find the area of a rectangle and a square using the formula derived Collaboration Working harmoniously with peers	Drill and Practice Practicing basic multiplication facts Review Recalling the properties of squares and rectangles Guided Discovery <ul style="list-style-type: none"> Introducing the term <i>area</i> and emphasizing its unit of measure Leading the pupils to find the formula for the area of a square and a rectangle using cutouts 	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share Homework Problem solving 	<ul style="list-style-type: none"> Determination Patience Accuracy 	<ul style="list-style-type: none"> cutouts covered with square units pocket chart

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<p>LESSON 9 Problems Involving Area</p>	<p>M3ME-IVf-46 MELC Solve routine and nonroutine problems involving areas of squares and rectangles</p>	<p>Critical Thinking Learning to understand and analyze a problem well before attempting to solve it</p>	<p>Drill and Practice Multiplying whole numbers</p> <p>Review</p> <ul style="list-style-type: none"> • Finding the area of squares and rectangles • Recalling the steps in solving word problems <p>Guided Learning</p> <ul style="list-style-type: none"> • Walking the class through each step in solving the given word problem • Emphasizing that the complete answer should be in square units • Providing other examples 	<p>Formative</p> <ul style="list-style-type: none"> • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Attentiveness • Accuracy 	<p>chart containing the steps in solving word problems</p>
<p>LESSON 10 Creating Problems Involving Area</p>	<p>M3ME-IVf-47 Create problems involving area of rectangle and square</p>	<p>Critical Thinking Learning to analyze given situations and facts to be able to create word problems on area</p> <p>Problem Solving Applying the steps in solving word problems</p>	<p>Review Finding the area of squares and rectangles</p> <p>Guided Learning</p> <ul style="list-style-type: none"> • Creating a word problem with the pupils out of the given facts • Applying the previously learned pointers in 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving <p>Summative</p> <ul style="list-style-type: none"> • Written exercise • Problem solving 	<ul style="list-style-type: none"> • Cooperation with others in doing assigned tasks • Diligence • Accuracy 	<p>perception cards containing pointers on creating word problems</p>

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		Collaboration Working harmoniously with peers	formulating and solving word problems • Giving other examples		
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***Italicized text under DepEd K to 12 Learning Competencies column are add-on competencies.*

Chapter 10: Tables, Graphs, and Prediction		Time Frame: 9 days	
Content Standard	The learner demonstrates understanding of bar graphs and outcomes of an event using the terms <i>sure, likely, equally likely, unlikely, and impossible to happen.</i>	Performance Standard	The learner is able to create and interpret simple representations of data (tables and single bar graphs) and describe outcomes of familiar events using the terms <i>sure, likely, equally likely, unlikely, and impossible to happen.</i>

Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Collecting and Organizing Data in a Table	M3SP-IVg-1.3 MELC Collect data on one variable using existing records M3SP-IVg-2.3 MELC Sort, classify, and organize data in tabular form and presents this into a vertical or horizontal bar graph	Creativity Learning to present gathered data effectively Collaboration Working harmoniously with peers	Demonstration <ul style="list-style-type: none"> Providing situations where presenting collected data with tally marks is needed Showing how tallies are made Guided Learning <ul style="list-style-type: none"> Leading the pupils to collect data written on the chart Explaining what a bar graph is Generating bar graphs with the class out of the collected data 	Formative <ul style="list-style-type: none"> Written exercise Group work Hands-on activity 	<ul style="list-style-type: none"> Cooperation Patience 	chart containing information or data

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<p>LESSON 2 Interpreting Bar Graphs</p>	<p>M3SP-IVh-3.3 MELC Infer and interpret data presented in different kinds of bar graphs (vertical/ horizontal)</p>	<p>Critical Thinking Learning to analyze and interpret data presented in bar graphs</p>	<p>Review Recalling how to read information from a given table</p> <p>Discussion</p> <ul style="list-style-type: none"> Introducing the two types of bar graphs Pointing out the parts of each graph Asking questions to interpret data presented in bar graphs 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share 	<p>Accuracy in interpreting data found in bar graphs</p>	<p>samples of tables used in previous lessons</p>
<p>LESSON 3 Problems Involving Bar Graphs</p>	<p>M3SP-IVh-4.3 MELC Solve routine and nonroutine problems using data presented in a single-bar graph</p>	<p>Collaboration Learning to share one's ideas/abilities in performing tasks towards a desired goal</p> <p>Critical Thinking Learning to interpret data in bar graphs to be able to solve word problems</p>	<p>Review Recalling the difference between the types of bar graphs and how each tells information</p> <p>Discussion</p> <ul style="list-style-type: none"> Presenting bar graphs and having the pupils answer questions about each graph Emphasizing how bar graphs provide valuable information 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Appreciation of the usefulness of graphs Accuracy Diligence 	<p>samples of bar graphs</p>
<p>LESSON 4 Simple Prediction of Events</p>	<p>M3SP-IVi-7.3 MELC Tell whether an event is sure, likely, equally likely, unlikely, and impossible to happen</p>	<p>Critical Thinking Learning to analyze events to predict outcomes</p> <p>Problem Solving Applying previously learned skills in solving word problems</p>	<p>Discussion</p> <ul style="list-style-type: none"> Introducing the terms <i>experiment</i> and <i>outcome</i> Explaining how to use the phrases <i>equally likely</i>, <i>most likely</i>, <i>least likely</i>, and <i>unlikely or impossible</i> 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share <p>Summative</p> <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Cooperation Diligence 	<ul style="list-style-type: none"> spinners as described in the lesson opener cube labeled <i>A</i>, <i>B</i>, <i>C</i>, <i>D</i>, <i>E</i>, and <i>F</i> on its faces



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	M3SP-IVj-8.3 MELC Describe 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”		when describing an outcome • Providing several examples			
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