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# Mathematics

## Quarter 1 – Module 3: Comparing and Ordering Numbers Up to 100 000



**Mathematics – Grade 4**  
**Alternative Delivery Mode**  
**Quarter 1 – Module 3: Comparing and Ordering Numbers Up to 100 000**  
**First Edition, 2020**

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# **Mathematics**

**Quarter 1 – Module 3:  
Comparing and Ordering Numbers  
Up to 100 000**

## Introductory Message

For the facilitator:

Welcome to Mathematics Grade 4 Alternative Delivery Mode (ADM) Module on Comparing and Ordering Numbers Up to 100 000!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



### ***Notes to the Teacher***

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Mathematics 4 Alternative Delivery Mode (ADM) Module on Comparing and Ordering Numbers Up to 100 000!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



***What I Need to Know***

This will give you an idea of the skills or competencies you are expected to learn in the module.



***What I Know***

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



***What's In***

This is a brief drill or review to help you link the current lesson with the previous one.



***What's New***

In this portion, the new lesson will be introduced to you in various ways; a story, a song, a poem, a problem opener, an activity or a situation.



***What is It***

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



***What's More***

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



***What I Have Learned***

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



***What I Can Do***

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



***Assessment***

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



***Additional Activities***

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.



***Answer Key***

This contains answers to all activities in the module.

At the end of this module you will also find:

**References**

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



## ***What I Need to Know***

Every time we look around, we tend to compare things like which one is faster, taller or bigger. Similarly, we also compare numbers and determine which ones are greater, lesser or even equal in value.

After going through this module, you are expected to:

1. compare numbers up to 100 000 using relation symbols; and
2. order numbers up to 100 000 in increasing and decreasing order.



## ***What I Know***

Let us try to see what you know about comparing and ordering.

Remember to use a separate sheet for your answers.

Which of the following shows correct comparison? Write the letter of the correct answer.

1. 

a. $15\ 677 > 10\ 234$	c. $99\ 009 = 99\ 090$
b. $23\ 465 < 12\ 999$	d. $45\ 324 > 54\ 140$
2. 

a. $17\ 987 = 17\ 789$	c. $10\ 459 < 10\ 495$
b. $39\ 847 > 93\ 111$	d. $12\ 954 < 11\ 986$

3.

a.  $87\,239 > 88\,777$

c.  $75\,878 = 75\,878$

b.  $63\,534 < 36\,656$

d.  $1\,290 > 9\,890$

4.

a.  $9\,128 = 9\,218$

c.  $79\,786 > 97\,687$

b.  $22\,100 > 19\,978$

d.  $1\,111 < 777$

5.

a.  $4\,013 > 4\,085$

c.  $68\,587 < 78\,999$

b.  $33\,303 = 33\,330$

d.  $52\,478 > 52\,654$

B. Arrange in increasing order.

6.  $3\,200$  ,  $3\,100$  ,  $3\,500$

7.  $4\,786$  ,  $2\,645$  ,  $4\,991$

8.  $18\,193$  ,  $27\,200$  ,  $18\,220$

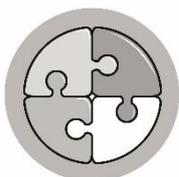
C. Arrange in decreasing order.

9.  $15\,789$  ,  $15\,987$  ,  $15\,897$

10.  $10\,123$  ,  $10\,321$  ,  $10\,213$

Are you done answering?

If yes, time to check. Please go to page 10 for the **Answer Key**.



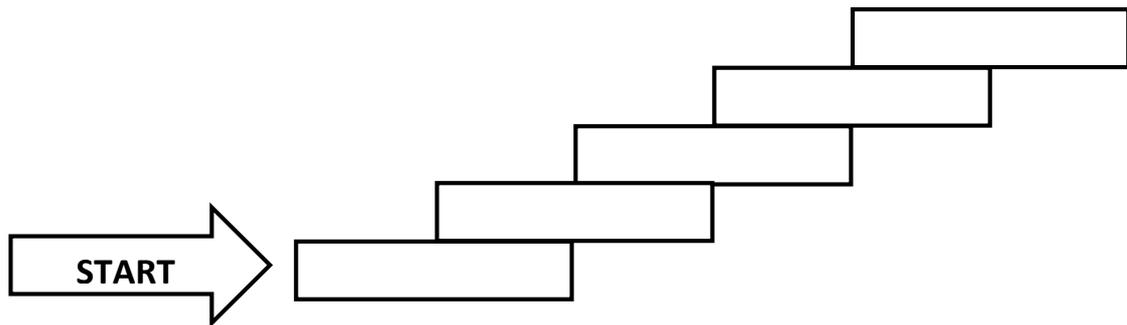
## **What's In**

Let us review first some of the concepts that can help you understand comparing and ordering numbers.

A. Which number is greater? Write your answers in your notebook.

1. 919            199
2. 1 543        1 345
3. 2 400        2 433
4. 9 888        9 000
5. 15 251       51 010

B. Write the following numbers in the ladder box (804, 1 975, 12 002, 999, 9 685). Start with the number with the smaller value.



Are you done answering?

If yes, time to check. Please go to page 10 for the **Answer Key**.



### **What's New**

This time, we will be comparing and ordering numbers up to 100 000. Let us start the lesson with the help of this story problem.

Read the story problem.

Marjorie is a little girl who saves her extra money because she wishes to buy a gift for her mother. Last April, she saved ₱687. This May, she saved ₱678. In which month did she save more?



What is asked in the problem?

What are the given facts that can help you solve the problem?

What can you say about Marjorie? What kind of child is she?



## **What is It**

When comparing two numbers, you can follow these steps:

1. Align the digits with the same place value.
2. Starting from left, compare the digits in each place value.
3. The first pair of digits that are of different values will determine which number is greater or less.

Study the table below:

Compare the digits in the hundreds place. $\begin{array}{c} 687 \\ \updownarrow \\ 678 \end{array}$ (same digits in the hundreds place)	Compare the digits in the tens place. $\begin{array}{c} 687 \\ \updownarrow \\ 678 \end{array}$ (8 is bigger than 7)
---	--

Therefore, 687 is bigger than 678.

So, Marjorie saved more money last April.

You can also show your answer by using the symbol **>** (**greater than sign**) to show that the first number is bigger than the other.

So,  $687 > 678$ .

(Read as 687 is greater than 678.)

If you are comparing numbers where the first number is smaller than the other, you can use the symbol  $<$  (**less than sign**).

So if you will compare 2 139 and 2 234, we say 2 139 is less than 2 234.

$$2\ 139 < 2\ 234$$

If the two numbers that you are comparing are of equal value, you can use the symbol  $=$  (**equal sign**) to show that the two numbers are equal.

So if you will compare 63 147 and 63 147, we say 63 147 is equal to 63 147.

$$63\ 147 = 63\ 147$$

Therefore,  $>$ ,  $<$  and  $=$  are the symbols we use to compare numbers.

Now that you already know how to compare numbers up to 100 000, it will be easy for you to arrange them.

Numbers can be arranged in increasing and decreasing order.

To arrange numbers in **increasing order**, compare the numbers and find out which is smaller or greater. Then arrange the numbers from the smallest to the biggest in value.

Look at the given example:

Arrange the following numbers in increasing order:

23 456 , 23 145 , 23 523 , 23 034

Answer: 23 034 , 23 145 , 23 456 , 23 523

To arrange numbers in **decreasing order**, compare the numbers and find out which is smaller or greater. Then arrange the numbers from the biggest to the smallest in value.

Look at the given example:

Arrange the following in decreasing order:

23 456 , 23 145 , 23 523 , 23 034

*Answer:* 23 523 , 23 456 , 23 145 , 23 034



### **What's More**

Let us see if you already know how to compare and order numbers from 10 001 to 100 000.

**Activity 1.** Write the symbols  $>$ ,  $<$ , or  $=$  on the space between the numbers to compare their value.

- |                        |                        |
|------------------------|------------------------|
| 1. 67 890 _____ 67 089 | 4. 21 456 _____ 21 456 |
| 2. 56 789 _____ 56 567 | 5. 87 672 _____ 90 009 |
| 3. 98 456 _____ 98 654 |                        |

### **Activity 2.**

A. Arrange in increasing order.

1. 11 000 , 10 000 , 8 000
2. 23 675 , 23 756 , 23 890
3. 78 123 , 67 234 , 87 234

B. Arrange in decreasing order.

4. 14 789 , 14 987 , 14 123
5. 70 345 , 70 900 , 70 009

Are you done answering?

If yes, time to check. Please go to page 10 for the **Answer Key**.



## ***What I Have Learned***

You are doing great!

Just always remember:

1. When comparing numbers, we use the symbols  $>$  (greater than),  $<$  (less than), and  $=$  (equals).
2. To arrange numbers in ***increasing order***, compare the numbers and find out which is smaller or greater. Then arrange the numbers from smallest to biggest in value.
3. To arrange numbers in ***decreasing order***, compare the numbers and find out which is smaller or greater. Then arrange the numbers from the biggest to the smallest in value.



## ***What I Can Do***

Let us see if you are now ready to solve this problem.

Read and understand the problem, then answer the questions that follow.

A group of teenagers is conducting a tree-planting activity. They have 4 579 Narra seedlings, 10 785 Mahogany and 25 090 Acacia seedlings. Arrange the number of seedlings in decreasing order.



1. What can you say about the teenagers? What kind of persons are they?
2. Arrange the number of seedlings in decreasing order.

(Please go to page 10 for the ***Answer Key.***)



## Assessment

You are now ready for the next activity.

A. Write the symbols  $>$  ,  $<$  , or  $=$  sign on the space between the numbers to compare their value.

1. 57 238 \_\_\_\_\_ 57 129

2. 16 109 \_\_\_\_\_ 16 897

3. 88 000 \_\_\_\_\_ 88 000

4. 20 456 \_\_\_\_\_ 21 567

5. 90 000 \_\_\_\_\_ 89 999

B. Arrange in increasing order.

6. 21 020 , 10 030 , 17 040

7. 43 675 , 23 734 , 33 590

8. 78 123 , 67 234 , 87 234

C. Arrange in decreasing order.

9. 27 789 , 27 987 , 27 123

10. 17 345 , 17 900 , 17 009

Are you done answering?

If yes, time to check. Please go to page 10 for the **Answer Key**.



## Additional Activities

Let us try some more.

Read and answer the problem.

1. Write all the four-digit numbers that can be formed out of the digits 1, 2, 3 and 4 with no digits repeated and determine how many of these numbers are greater than 2 300?

2. A municipality is implementing a tree planting activity. It has 11 230 Narra seedlings, 32 100 Mahogany seedlings, and 23 500 Acacia seedlings. Arrange the number of seedlings in increasing and decreasing order.

(Please go to page 10 for the ***Answer Key.***)

**CONGRATULATIONS! You are learning very well.  
See you in the next module.**



# Answer Key

## What I Know (pages 1 and 2)

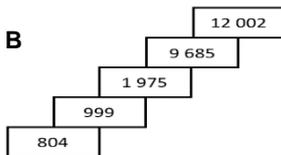
- a      6. 3 100, 3 200, 3 500
- c      7. 2 645, 4 786, 4 991
- c      8. 18 193, 18 220, 27 200
- b      9. 15 987, 15 897, 15 789
- c      10. 10 321, 10 213, 10 123

## What's In (pages 2 and 3)

### A

- 919
- 1 543
- 2 433
- 9 888
- 51 010

### B



## What's More (page 6)

### Activity 1

- >
- >
- <
- =
- <

### Activity 2

#### A

- 8 000, 10 000, 11 000
- 23 675, 23 756, 23 890
- 67 234, 78 123, 87 234

#### B

- 14 987, 14 789, 14 123
- 70 900, 70 345, 70 009

## What I Can Do (page 7)

- They are stewards of nature.
- 25 090, 10 785, 4 579

## Assessment (page 8)

### A

- >
- <
- =
- <
- >

### B

- 10 030, 17 040, 21 020
- 23 734, 33 590, 43 675
- 67 234, 78 123, 87 234

### C

- 27 987, 27 789, 27 123
- 17 900, 17 345, 17 009

## Additional Activities (pages 8 and 9)

- Four-digit numbers that can be formed out of the digits 1, 2, 3 and 4 with no digits repeated  
1 234, 1 243, 1 324, 1 342, 1 423, 1 432  
2 134, 2 143, 2 314, 2 341, 2 413, 2 431  
3 124, 3 142, 3 214, 3 241, 3 412, 3 421  
4 123, 4 132, 4 213, 4 231, 4 312, 4 321  
- there are 16 numbers greater than 2 300
- increasing order-11 230, 23 500, 32 100  
decreasing order – 32 100, 23 500, 11 230

## ***References***

Tabilang, A. et al. 2015. *Mathematics: Learner's Material*, Pasig City: Lexicon Press

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