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# Mathematics

## Quarter 2 – Module 4d: Multiplying 1- to 2-Digit Numbers by 1 000

ALTERNATIVE DELIVERY MODE
ADM

**Mathematics – Grade 3**
**Alternative Delivery Mode**
**Quarter 2 – Module 4d: Multiplying 1- to 2-Digit Numbers by 1 000**
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# Mathematics

## Quarter 2 – Module 4d: Multiplying 1- to 2-Digit Numbers by 1 000

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# Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.

# *What I Need to Know*

This module was designed and written with you in mind. It is here to help you master multiplying 1- to 2-digit numbers by 1000. The scope of this module permits it to be used in many different learning situations. The language used recognizes your diverse vocabulary backgrounds. The lessons are arranged to follow the standard sequence of the course but the order in which you read them can be changed to correspond with the Grade 3 Mathematics learning materials you are using.

After going through this module, you are expected to:

- Multiply 1- to 2- digit numbers by 1000.

Enjoy your journey. Good luck!

# What I Know

Let us find out if you have knowledge about the topic to be discussed in this module. Write the chosen letter of your answer on a separate sheet of paper.

1. 3 x 1000
   a. 300 b. 3000 c. 30 000 d. 300 000

2. 6 x 1000
   a. 600 b. 6000 c. 60 000 d. 600 000

3. 46 x 1000
   a. 4600 b. 46000 c. 460 d. 460 000

4. 28 x 1000
   a. 2800 b. 280 c. 280 000 d. 28 000

5. 78 x 1000
   a. 780 b. 7800 c. 78 000 d. 780 000

Solve the following problems. Write your answer on a separate sheet of paper.

1. Manong Ben of Purok Mangga, Dawan, Mati City gathered 2 baskets of calamansi. Each basket has 1000 calamansi. How many calamansi did he gather?

2. Uncle Felix, a farmer, prepares 15 vegetable garden plots in our school. How many vegetable seedlings will be needed if each plot could plant 1000 seedlings?

# Lesson 1 Multiplies 1 – to 2 – digit numbers by 1000.

In this lesson, you will encounter bigger values of multiplicand. As you go along with the content of this module, you are supposed to multiply 1 to 2 digit numbers by 1000. The basic goal of this module is for you to be able to independently multiply 1 to 2 digit numbers by 1000.

*Please read and analyze Problem 1 and be able to answer the guide questions found in "What's New".*

Problem 1:

To invite customers, ER Supermall gives 1 000 shopping points for every purchase of 1 pair of shoes. How many points will you get if you buy 14 pairs?

## *What's In*

Let us have a quick review of your previous lesson. Below are exercises, recall multiplying 2-to 3-digit numbers by 10 and 100. Try to remember and write your answer on a separate sheet of paper.

a. 10 x 34 = _____

b. 100 x 567 = _____

c. 10 x 56 = _____

d. 100 x 239 = _____

e. 10 x 76 = _____

# *What's New*

Let us go back to *Problem 1, and* answer the following questions.

1. How many points are given by ER Supermall for every purchase of one pair of shoes? _____

2. How many points will you get if you buy 14 pairs? _____

The mathematical sentence formed is 1000 x 14 = n.

To find the answer, we count by 1000s applying two methods: the long method or by multiplying and the short method or by counting the number of zeros.

## A. *Long Method*

Step 1. 1000 multiply 1000 by 4

$$\begin{array}{r} \times\ 14 \\ \hline 4000 \end{array}$$

Step 2. 1000 multiply 1000 by 10

$$\begin{array}{r} \times\ 14 \\ \hline 4000 \\ 10000 \end{array}$$

Step 3. add the partial product to get final product

$$\begin{array}{r} \times\ 14 \\ \hline 4\,000 \\ +\ 10\,000 \\ \hline 14\,000 \end{array}$$

The invited customer got **14 000** points

B. *Short Method*

Using the number sentence: 1 000 x 14 = n

Step 1. Count how many zeros are there in 1 000? 3

Step 2. Find the number to be multiplied to 1 000. 14

Step 3. Add the number of zeros to the number to be multiplied to 1000. 14 000

*Answer:* The invited customers get **14 000** points.

3. By doing the two methods, how did you multiply 1-to 2-digit numbers by 1000? _____

## *What is It*

To know more about our lesson let us investigate by doing these activities and write your investigation afterwards.

### Activity card #1

**Investigate, then write your investigation afterwards.**

| |
|---|
| 6 x 10 = 60 |
| 9 x 10 = 90 |
| 12 x 10 = 120 |
| 23 x 10 = 230 |

Questions:

1. How many zeros are there in each factor? _____
2. How about the zeros in the product? _____
3. Do they have the same number of zeros? _____

*Notice that when multiplying 1 to 2-digit number by 10, just add zero to the number.*

## Activity card # 2

Investigate, then write your investigation afterwards.

| |
|---|
| 7 x 100 = 700 |
| 8 x 100 = 800 |
| 32 x 100 = 3 200 |
| 45 x 100 = 4 500 |

Questions:

1. How many zeros are there in each factor? _____
2. How about the zeros in each product? _____
3. Are the number of zeros in the factors the same with the number of zeros in the product? _____

*Notice that when multiplying 1 to 2-digit number by 100, just add 2 zeros to the number.*

Activity card # 3

Investigate, then write your investigation afterwards.

| |
|---|
| 4 x 1000 = 4000 |
| 5 x 1000 = 5000 |
| 33 x 1000 = 33000 |
| 68 x 1000 = 68000 |

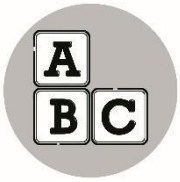
Questions:

1. How many zeros are there in each factor? _____

2. How about the zeros in each product? _____

3. Are the number of zeros in the factors the same with the number of zeros in the product? _____

*Notice that when multiplying 1- to 2-digit number by 1000, just add 3 zeros to the number.*




## *What's More*

### Activity 1

To find out if you really understand our lesson, please answer these exercises by just multiplying 1- to 2-digit number by 1000. Please do it on a separate sheet of paper. Enjoy answering kids.

| 1. | 2. | 3. | 4. | 5. |
|---|---|---|---|---|
| 1000 | 1000 | 1000 | 1000 | 19 |
| x 2 | x 8 | x 20 | x 32 | x 1000 |

## Activity 2

For further exercises to measure your understanding with the lesson, read and analyze the simple problem and write the answer in your paper by multiplying the non-zero digits first, and then put the zeros in the product.

1. There are 1000 handbags. If each bag contains 25 peanuts, how many peanuts are there in all?
2. Jack delivered 35 kilograms of fish to each of his customers. If he had 1000 customers, how many kilograms of fish did he deliver in all?

What have you observed with your answers?

## *What I Have Learned*

How do we multiply 1– to 2 – digit numbers by 1000?

To multiply 1– to 2 – digit numbers by 1000, multiply the non-zero digits first, and then put the three zeros in the product.

The number of zeros in the factors is equal to the number of zeros in the product.

# *What I Can Do*

## Activity 3

Now, let us apply the basic knowledge that you've learned from this lesson. Answer these exercises carefully and honestly. Do it in your paper or notebook. Enjoy answering kids!

1. 19 multiplied by 1000 gives the product of _____
   a. 190 b. 1900 c. 19 000 d. 190 000

2. 25 times 1000 is equal to _____
   a. 250 b. 25 c. 2500 d. 25 000

3. 24 times 1000 = _____
   a. 24 000 b. 24 c. 240 d. 2400

4. What number when multiplied by 1000 gives the product of 28000?
   a. 28 b. 2807 c. 280 000 d. 2 888
5. What is the missing number in this sentence? 36 x ___ = 36000
   a. 10 b. 100 c. 1000 d. 120

Read and analyze the following word problems and write your best solution in your notebook. Good luck Kids!

1. Mary ordered 1000 boxes of Zest-O. Each box has 10 Zest-O. How many Zest-O did she order? _____

2. If there are 24 bottles in a case of coke, how many bottles are there in 1000 cases? _____

3. Mrs. Madrid bought 1000 boxes of facemasks to be distributed to her learners. Each box has 50 pieces of facemasks. How many pieces of facemasks did she buy? _____

## *Assessment*

This time let us evaluate if you really master our lesson by just simply multiplying 1- to 2- digits numbers by 1000, applying what you've learned in the previous activities. Do it on a separate sheet of paper. Good luck Kids!

1. 4 x 1000 = _____
2. 3 x 1000 = _____
3. 5 x 1000 = _____
4. 7 x 1000 = _____
5. 2 x 1000 = _____
6. 6 x 1000 = _____
7. 8 x 1000 = _____
8. 12 x1000 = _____
9. 39 x1000 = _____
10. 46 x1000 = _____

Read and analyze the following problems. Solve it in a separate sheet of paper, apply your learnings, do it happily and honestly kids. Enjoy answering kids God Bless!

_____1. There are 35 pupils in a class. Each pupil collected 1000 bottles of mineral water for their project. How many bottles did they collect in all?

_____2. Mrs. Lagrama received 6 trays of eggs per box. How many trays of eggs did she receive if a company Van delivered 1000 trays?

## *Additional Activities*

Question: Where does a Genie come from?

To know the answer, solve the following and write the exact letter of the correct answer on the blank. Write your answer on a separate sheet of paper.

| | | | | |
|---|---|---|---|---|
| 1. 1000 x 8 | 2. 1000 x 17 | 3. 1000 x 5 | 4. 1000 x 43 | 5. 1000 x 55 |
| 6. 1000 x 7 | 7. 1000 x 17 | 8. 1000 x 8 | 9. 1000 x 12 | |

| | | |
|---|---|---|
| A- 17 000 | C- 55 000 | G- 5000 |
| I- 43 000 | P- 12 000 | L- 7000 |
| | M- 8000 | |

He came out of the M _____ ____ ____ ____ ____ A ____ ____!

Read, analyze and solve each problem, apply the knowledge in multiplying 1- to 2-digit numbers by 1000. Write your solutions in a separate sheet of paper.

_____1. Aling Cora sells big watermelons in the market every summer. If she can sell 23 watermelons in a day, how many watermelons can she sell in 1000 days?

_____2. Mang Mario can harvest 52 sacks of corn from his farm a day, how many sacks of corn can he harvest in 1000 days?

# Answer Key

**What I Know**

A.

1. B
2. B
3. B
4. D
5. C

B.

1. 2000
2. 15000

**What's In**

a. 340
b. 56 700
c. 560
d. 23 900
e. 760

**What's More**

Activity 1

1. 2000
2. 8000
3. 20000
4. 32000
5. 19000

Activity 2

1. 25000
2. 35000

**What I Can Do**

Activity 3

1. C
2. D
3. A
4. A
5. C

1. 10 000
2. 24 000
3. 50 000

**Assessment**

1. 4 000
2. 3 000
3. 5 000
4. 7 000
5. 2 000
6. 6 000
7. 8 000
8. 12 000
9. 39 000
10. 46 000

1. 35 000
2. 6 000

**Additional Activity**

A.

MAGIC LAMPI

B.

1. 23 000
2. 52 000

# *References*

Lesson Guide in Elementary Mathematics Grade 3, pp. 202-203.

Mathematics Teacher's Guide in Grade 3, pp. 155-158.

Mathematics Kagamitan ng Mag-aaral Sinugbuanong Binisaya, pp. 140-142.

Most Essential Learning Competencies, Grade Level: Grade 3, Subject: Mathematics, pp. 205-210.

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