**3**

# Mathematics

## Quarter 3 - Module 1
## Odd and Even Numbers and Fractions

Zest for Progress
Zeal of Partnership

**Name of Learner:** _____

**Grade & Section:** _____

**Name of School:** _____

JANUARY
Makugihon

FEBRUARY
Mahigugmaon

MARCH
Matinabangon

APRIL
Matinahuron

MAY
Mahapsay og Malimpyo

JUNE
Maabtik og Masunod sa Ihsaktong Oras

JULY
Maantigo og Maabilidad

AUGUST
Maginhunahunaon para sa Uban

SEPTEMBER
Madaginoton

OCTOBER
Matinud-anon

NOVEMBER
Masaligan

DECEMBER
Maalampuon

# What I Need to Know

The module contains two lessons:

  Lesson 1 – Odd and Even Numbers

  Lesson 2 – Fractions Equal to One and Greater than One

This module aims to target this objective:

- **Learning Competencies**
  1. Identifies odd and even numbers.
  2. Visualizes and represents fractions that are equal to one and greater than one using regions, sets and number line. **(M3NS-IIIa-63)**
  3. Reads and writes fractions that are equal to one and greater than one in symbols and in words. **(M3NS-IIIb-76.3)**

# What I Know

**Directions:** Choose the letter of the best answer. Write the chosen letter on the space provided for you.

_____ 1. What is another name of even number?

 A. Numbers with pair

 B. Numbers with 1 remainder

 C. Numbers with minuend and subtrahend

 D. Numbers with divisor and quotient when divided

_____ 2. How can you identify odd numbers?

 A. When numbers can be paired by two

 B. When numbers have remainder when divided by two

 C. When numbers can be divided equally when paired

 D. When numbers end with 0,2,4,6,8

_____ 3.I am a fraction whose numerator is greater than the denominator. Who am I?

 A. Fraction more than one

 B. Fraction less than one

 C. Fraction equal to one

 D. Dissimilar fraction

## What's In

**Activity 1: Check me If I'm Right!**

**A. Directions:** Tell whether the following numbers are Even or Odd by marking check (/) on appropriate column below.

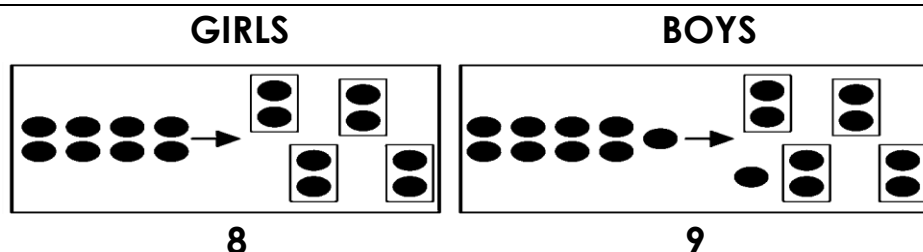| Numbers | Even Numbers | Odd Numbers |
|---------|--------------|-------------|
| 26 | | |
| 18 | | |
| 79 | | |
| 15 | | |

## What's New

**Lesson 1**

Let us learn odd and even numbers.
   Read the word problem.

> Mrs. Garcia's class is going to join the scouting parade, so the pupils are lining up in two rows quietly. There are 8 girls and 9 boys who join the parade.

**GIRLS**                    **BOYS**



8                    9

**Questions:**

1. How many girl scouts are there? Does each girl have a partner? Why?

_____

2. Is number 8 a number that makes pair?

_____

3. How many boy scouts are there? Does each boy have a partner? Why?

_____

**Lesson 2:**

    A. Let us learn how to read and write fraction equal to one and greater than one in **symbols** and **in words**.
    Read the word problem.

Jojo cut a pizza in to 8 equal parts. He gave 2 pieces to each of his 3 brothers and ate the rest. What part did each one get?



Questions:

1. Who cut the pizza?
    _____

2. Into how many parts did he cut the pizza?
    _____

3. What parts were eaten by Jojo and his brothers?
    _____

4. How do you write the fractions in words and in symbols?
    _____

# What is it

    What is odd and even numbers?

**"Even numbers"** are numbers that can be divided exactly by 2. Even numbers are numbers that end in 0, 2, 4, 6 or 8.
**Example:** 30, 52, 84, 96, 68
**"Odd numbers"** are those numbers that cannot be exactly divided by 2. Odd numbers are numbers that end in 1,3,5,7, or 9.
*Example:* 21, 53, 75, 67, 49

    A **fraction** is a section or part of a whole.

**3** → **Numerator –** is the number that tells how many parts we have

**—** → **Fraction bar –** separates the numerator and denominator

**4** → **Denominator –** is the number that tells how many equal
                               parts the  whole is divided into

Fractions are called **"fractions equal to one"** when their numerators and denominators are the same.

*Example:* $\underline{3}$, $\underline{5}$, $\underline{8}$, $\underline{7}$, $\underline{10}$
$\quad\quad\quad\quad\ 3\quad 5\quad 8\quad 7\quad 10$

Fractions are called "**fractions more than one**" when their numerators are greater than their numerator.

*Example:* $\underline{6}$, $\underline{9}$, $\underline{12}$, $\underline{8}$, $\underline{14}$
$\quad\quad\quad\quad 4\quad 6\quad 10\quad 7\quad 9$

A fraction greater than can be written in symbols and in words.

Fractions can be represented by the use of regions, sets and segments of numberlines.

We read a fraction by saying the cardinal number of its numerator followed by the ordinal number of its denominator.

*Example*: We see: We read: $\underline{4}$ We write: four – fourths
$\quad\quad\quad\quad\quad\quad\quad\quad\quad\quad\ 4$
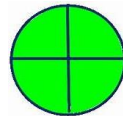
# What's More

A. **Directions:** Color the apples **red** for those with **odd numbers** and color it **green** for those with **even numbers.**

28  19  44  31  52
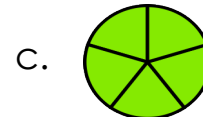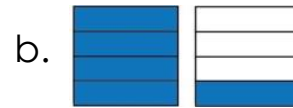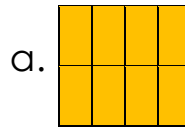35  10  63  42  16
26  51  7  34  10
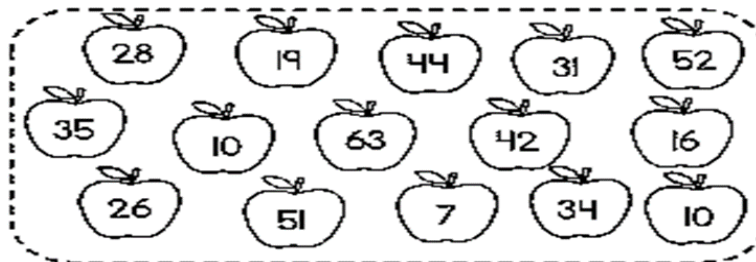
**B. Directions:** Choose the correct fractional parts of the given word name. Write the letter of the correct answer on the blank provided

_____1. Eight - eights

_____2. Five - fifths

_____3. Four -fourths

a. 

b. 

c. 

# What I Can Do

**Activity 1: Directions:** Write **E** if the number is even and **O** if the number is odd in the blank provided.
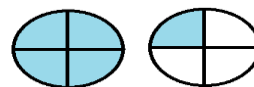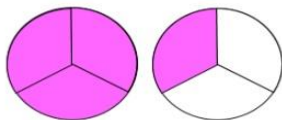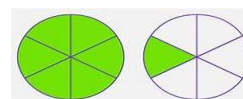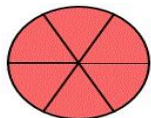
_____1.)49          _____3.)32

_____2.)57

**Activity 2**
**Directions:** Write the word name and fraction of the followingfractional part.



_____



_____







_____
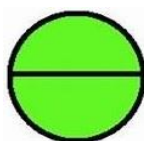
# Assessment

**Directions:** Choose the letter of the best answer. Write the chosen letter on the space provided for you

_____1. Which of the following statement is true about odd numbers?

      A. An odd number can be divided by 2.

      B. It ends with 1,3,5,7 and 9

      C. It ends with 0,2,4,6 and 8

      D. It can be paired without remainder

_____2. Even numbers end in all of the following numbers **EXCEPT** which one?

      A. 2

      B. 7

      C. 6

      D. 4

_____3. Choose from the following word fractions that are more than 1?

      A. Three-fifths, four-fifths, two-fifths

      B. Nine-ninths, eleven-sevenths, seven-thirds

      C. Three-thirds, six-sixths, eight-eighths

      D. 0ne-half, one-fourth, one-seventh

_____4. How can 4/4 be illustrated in fractional part?
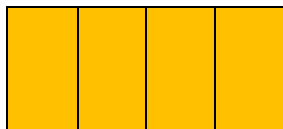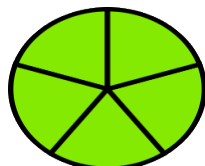
A.

B.

C.

D.

_____5. What kind of fractions are the following?

A. more than one

B. equal to one

C. less than one

D. similar fractions

$$\frac{4}{4}, \quad \frac{5}{5}, \quad \frac{7}{7}, \quad \frac{8}{8}, \quad \frac{9}{9}, \quad \frac{10}{10}$$

**References**

**Books:**
Chingcuangco, Ofelia G., Henry P. Contemplacion, Eleonorr I. Flores, Laura N. Gonzaga, Carolina O Guevarra, Gerlie M. Ilagan, Marites S. Patacsil,Maria Corazon C. Silvestre, Remylinda T. Soriano, Victoria C. & Dominador J. Villafria.*Mathematics 3 Kagamitan sa Mag-aaral sa Sinugbuanong Binisaya*.Pasig:VICARISH Pub, 2014, 194-204

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