



TUTOR'S GUIDE

MATH

GRADE

3



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ARAL-Mathematics Tutor's Guide

Key Stage 1 – Grade 3

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Table of Contents

Guidelines	2	Worksheet 20:	23
Worksheet 1:	10	Worksheet 21:	24
Worksheet 2:	10	Worksheet 22:	25
Worksheet 3:	11	Worksheet 23:	25
Worksheet 4:	13	Worksheet 24:	26
Worksheet 5:	14		
Worksheet 6:	15		
Worksheet 7:	15		
Worksheet 8:	16		
Worksheet 9:	17		
Worksheet 10:	18		
Worksheet 11:	18		
Worksheet 12:	18		
Worksheet 13:	19		
Worksheet 14:	19		
Worksheet 15:	20		
Worksheet 16:	21		
Worksheet 17:	21		
Worksheet 18:	22		
Worksheet 19:	23		



Guidelines for Conducting ARAL Math Sessions

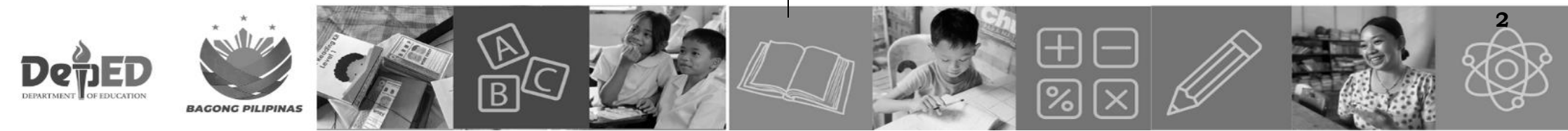
The ARAL Math remediation sessions will follow a practice-based, self-learning approach designed to build a strong foundation in mathematics from the earliest stages. The approach emphasizes independent learning, where students progress through carefully structured worksheets that gradually increase in difficulty. Each new concept is introduced in small, manageable increments, allowing learners to connect new ideas to previously mastered skills.

A central goal of this approach is to identify the point when learners began to have misconceptions or understand concepts poorly so that the gaps can be addressed. Thus, while the worksheets are guided by the Revised K-10 Curriculum, these are not grade-level specific. The gaps in the learners' understanding of mathematics concepts may have occurred in earlier grade levels and it is crucial to address these. Intervention is focused; misconceptions are corrected through guided personal discovery on the part of learners rather than direct explanation from the tutor.

Tutors act as **facilitators** rather than direct instructors. They do not give lectures on various topics or discuss lessons as a class; instead, they guide learners with hints and questions when difficulties arise, encouraging problem-solving and resilience. This approach cultivates both **academic competence** and **self-learning skills**, helping students develop confidence, discipline, and independence.

By combining repetition for mastery, self-paced progression, guided intervention, and targeted correction of misconceptions, this approach for ARAL Math is envisioned to help learners not only excel in mathematics but also acquire lifelong learning habits that extend beyond the learning area.

Important: This is not remediation by reteaching specific lessons. Thus, the tutor will NOT reteach specific lessons. The tutor will simply supervise the learners while working on the worksheets, and intervene only when the learners get stuck in a particular worksheet.





Important Principles:

A. Start with the Basics

The worksheets begin with the most fundamental skills as it is important to ensure that learners master these before moving forward. The worksheets begin with the following fundamental skills:

1. counting and number recognition – learners should confidently recognize numbers, count objects, and understand the concept of quantity
2. basic addition and subtraction – simple operations beginning with small numbers help learners grasp the idea of combining and separating quantities
3. place value awareness – understanding place value lays the groundwork for handling operations on larger numbers
4. patterns and sequencing – recognizing simple patterns builds logical thinking and prepares learners for multiplication, fractions and rations, algebra, geometry, and other topics.

5. shapes and measurement – identifying basic shapes and comparing lengths or sizes develops spatial and comparative reasoning.

B. Incremental Progression

1. Structured worksheets are the main learning tool. These worksheets have been made available to the Department of Education through the One Small Step Forward Foundation.
2. The structured worksheets gradually increase in difficulty in very small steps. Each worksheet introduces only a slight increase in difficulty.
3. New concepts are always linked to what learners have already mastered, preventing gaps in understanding.
4. Structured worksheets provide consistent practice and a clear path of progression.
5. Learners must demonstrate speed and accuracy before progressing, ensuring a solid foundation.





6. Misconceptions are identified early, and tutors guide learners back to simple problems to rebuild understanding.

7. Success at each level motivates learners to persist, reinforcing the belief that effort leads to progress.

Sample worksheets:

Division by 3

Dividing by 3 is grouping the objects in sets of 3.
Consider this:
Paul has 12 apples. He wants to put 3 apples in a plastic bag. How many plastic bags will he need?
To answer this, we group the apples in sets of 3.

There are 4 groups of 3 in 12.
So, Paul will need 4 plastic bags.
The division equation is $12 \div 3 = n$.
So, $12 \div 3 = 4$

Complete the sentences for each picture.

1)
There are ____ groups of 3 in 9.
____ $\div$ 3 = ____.

2)
There are ____ groups of 3 in 15.
____ $\div$ 3 = ____.

3)
There are ____ groups of 3 in 21.
____ $\div$ 3 = ____.

4)
There are ____ groups of 3 in 18.
____ $\div$ 3 = ____.

Addition of Two-digit by One-digit numbers with Regrouping

In adding two-digit and one-digit numbers, line up the ones digits in the rightmost column. Then find the sum following these steps:

1. Add the ones digits. ($5 + 8 = 13$)

2. Write 3 under the ones column and carry 1 to the tens column.

3. Add the tens digits. ($1 + 2 = 3$)

Tens	Ones
1	5
2	8
3	

Tens	Ones
1	5
2	8
3	

Find the sum.

1) $\begin{array}{r} 17 \\ + 3 \\ \hline \end{array}$

2) $\begin{array}{r} 16 \\ + 4 \\ \hline \end{array}$

3) $\begin{array}{r} 18 \\ + 5 \\ \hline \end{array}$

4) $\begin{array}{r} 19 \\ + 2 \\ \hline \end{array}$

5) $\begin{array}{r} 25 \\ + 5 \\ \hline \end{array}$

6) $\begin{array}{r} 24 \\ + 6 \\ \hline \end{array}$

7) $\begin{array}{r} 25 \\ + 5 \\ \hline \end{array}$

8) $\begin{array}{r} 23 \\ + 7 \\ \hline \end{array}$

9) $\begin{array}{r} 22 \\ + 8 \\ \hline \end{array}$

10) $\begin{array}{r} 36 \\ + 5 \\ \hline \end{array}$

11) $\begin{array}{r} 35 \\ + 6 \\ \hline \end{array}$

12) $\begin{array}{r} 34 \\ + 7 \\ \hline \end{array}$

13) $\begin{array}{r} 37 \\ + 4 \\ \hline \end{array}$

14) $\begin{array}{r} 35 \\ + 5 \\ \hline \end{array}$

Equation of a Line

The equation of the line with slope m & y- intercept b is given by:

$y = mx + b$ (slope-intercept form)

So, to graph the equation, we just need to identify the slope & the y- intercept and graph the equation.

Example: Graph the equation $y = -\frac{2}{3}x + 5$

So, $m = -\frac{2}{3}$ & $b = 5$

Identify the slope & the y-intercept of each equation then use them to graph each.

1) $y = \frac{2}{3}x + 2$

$m =$ _____

$b =$ _____

2) $y = \frac{3}{2}x - 3$

$m =$ _____

$b =$ _____

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4



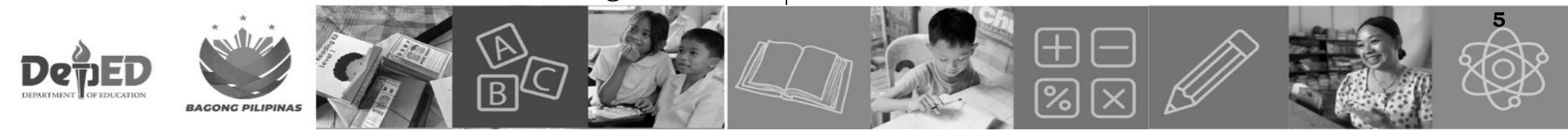
C. Self-paced and Independent Work

1. Learners work on the worksheets individually, discovering solutions and strategies independently.
2. Working on tasks without immediate tutor input builds resilience and belief in the learners' own ability. Learners learn to spot mistakes themselves, which deepens understanding and prevents misconceptions.
3. Self-paced independent work without immediate tutor input develops self-learning habits and confidence in the learners.
4. Learners do not become dependent on tutors for solutions or confirmation of correct answers, which strengthens their confidence in tackling challenges.
5. By working through problems without immediate explanations, learners connect new ideas to prior knowledge more meaningfully.
6. As this approach is self-paced, the tutor should allow a learner to complete as many worksheets as he or she can during a session.

Note that a learner can only advance to the next worksheet if all items on the worksheet he or she is currently working on are completed correctly.

D. Repetition for Mastery

1. Repeated practice until learners achieve speed and accuracy is important. Mastery of each level is required before moving to the next. Mastery through repetition guarantees readiness for the next incremental step.
2. Repetition matters because regular practice helps learners store concepts in long-term memory. Consistent practice ensures learners do not fall back into incorrect methods.
3. Repetition builds fluency which allows learners to instantly recall basic facts without counting or hesitation. This develops speed and accuracy, which are essential for tackling more complex problems later.
4. Success through repeated attempts boosts self-belief and reduces math anxiety.





E. Tutor as Facilitator

1. The approach that is being adopted for ARAL Math is not remediation by reteaching, where tutors reteach certain lessons in the ARAL Math sessions.
2. Tutors do not lecture or provide answers. Instead, they allow learners to discover solutions through practice and reasoning.
3. Struggles and errors highlight where learners have weak understanding or misconceptions, giving tutors a clear point for guided intervention. When learners get stuck, tutors intervene only by asking guiding questions, giving hints or prompts, or pointing learners back to previously mastered concepts, never direct answers.
4. Keen observation by tutors is important. Tutors need to watch for signs of struggle such as repeated errors, hesitation, or frustration.
5. Tutors need to reinforce persistence and effort among learners, motivating them to keep trying until they succeed.

Illustration of Guided Intervention

A. Example 1: $47 - 29 = ?$

A learner is working on a worksheet involving 2-digit subtraction. The learner is unable to do “47-29” and becomes stuck because he or she has not yet fully grasped the concept of borrowing or regrouping.

When does the tutor intervene? When the tutor notices a learner repeatedly hesitating or making the same error (e.g. $7 - 9 = 2$), this signals that the learner is struggling to connect the new concept with previously mastered skills.

How can the tutor intervene effectively? Instead of explaining the full borrowing or regrouping process, the tutor can ask guiding questions:

- *Can you subtract 9 from 7 directly?*
- *What happens when the top number is smaller than the bigger number?*
- *Do you remember what we did when subtracting $13 - 8$?* [The tutor may point the learner back to the worksheet where “13 –





8” was covered, to help him or her recall the idea of regrouping.

Expected outcome: Through these prompts, the learner connects the present challenge to prior knowledge covered by previous worksheets. Through this intervention, the learner recalls the need to borrow and solves the problem independently. **It is important to note that the tutor’s role is not to supply the solution but to nudge the learner toward recall or rediscovery and self-correction.**

This kind of intervention preserves the independence of the learner while ensuring that they do not get stuck in frustration. It is important to strike the balance between providing support and self-learning, which is central to the ARAL Math approach.

B. Example 2: Adding similar fractions

A learner is working on a worksheet with the following problem: “*Maria ate $\frac{3}{8}$ of a cake. Juan ate $\frac{2}{8}$ of the same cake. How much of the cake did they eat together?*”

When does the tutor intervene? When the tutor notices that a learner writes the answer as $\frac{5}{16}$, this signals that the learner has a misconception – that the denominators should be added.

How can the tutor intervene effectively? The tutor should not explain the rule directly. Instead, the tutor can ask guiding questions:

- In a fraction, what does the denominator represent?
- Can you think of a simpler example, like $\frac{1}{4} + \frac{2}{4}$? [The tutor may point the learner back to the worksheet where $\frac{1}{4} + \frac{2}{4}$ was tackled].
- If Maria ate 3 pieces and Juan ate 2 pieces, how many pieces did they eat altogether?
- Does the denominator change when we add fractions of the same whole?
- Why do we keep the denominator the same?

Expected outcome: Through these prompts, the learner realizes that the denominator stays the





same when adding fractions with the same denominators, and corrects the answer to $\frac{5}{8}$.

C. Example 3: Ratios

A learner is working on a worksheet with the following problem: “A recipe needs 2 cups of sugar for every 3 cups of flour. If you have 6 cups of flour, how much sugar do you need?”

When does the tutor intervene? When the tutor notices that a learner incorrectly multiplies $6 \times 2 = 12$, this signals that the learner has not fully grasped ratios.

How can the tutor intervene effectively? The tutor should not explain the rule directly. Instead, the tutor can ask guiding questions:

- What does the ratio 2:3 mean?
- If 3 cups of flour need 2 cups of sugar, what happens if we double the flour to 6 cups?
- Can you write the proportion as a fraction: sugar/flour = $\frac{2}{3}$?

Expected outcome: The learner connects the ratio to proportional reasoning, calculates

correctly, and finds that 6 cups of flour need 4 cups of sugar.

How to Check the Worksheets

1. In this Tutor’s Guide, the answer key to each worksheet is provided.
2. The tutor is directed to use three (3) shapes when going over and marking:

a.  (star)

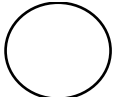
- draw a star at the TOP of a worksheet if ALL items in the worksheet have been answered correctly. A star means the learner got a perfect score; there is no need to place a check mark on every item.

b.  (triangle)

- draw a triangle on a SPECIFIC ITEM if the item has been partially answered correctly (e.g. incomplete answer, wrong spelling, no





c.  (circle)

answer, or not following instructions). At the top of the worksheet, the tutor needs to indicate the number of $\triangle$ s.

- draw a circle on a SPECIFIC ITEM if the answer is WRONG. At the top of the worksheet, the tutor needs to indicate the number of $\bigcirc$ s.

3. The Answer Key is to be used for marking the answers of the learners as CORRECT, PARTIALLY CORRECT, or WRONG. Please note the following:

- a. Always take a look at the numbering of items in the worksheets and the Answer Key to make sure that these correspond.
- b. Not all answers indicated in the Answer Key must be taken literally. Tutors need to do

some analysis based on the questions on the worksheet. For example, if the answer on the Answer Key is 5 centimeters and the learner answered 5 cm, the learner's answer can be considered correct.

Such analysis is important especially in higher level worksheets. You may seek advice from the school's Master Teachers or get in touch with the ARAL Secretariat for any questions in this regard.

4. The learners must be asked to redo the items that have been marked with $\triangle$ s and $\bigcirc$ s.
5. When re-checking the learner's work, CROSS-OUT the circle or triangle that was initially placed on specific items if the learner has already corrected the answer. Cross out the score as well once the learner has answered all the items on the worksheet correctly.

Please note that all items marked with circles and triangles must be done again by the learner until these are answered correctly.

When needed, the tutor should intervene without giving the answer or delivering a lecture.





ARAL Math Grade 3 Worksheet 1

Place Values

1. ones
2. tens
3. ones
4. hundreds
5. tens
6. ones
7. tens
8. ones
9. tens
10. hundreds
11. tens
12. hundreds
13. hundreds
14. 500
15. 300
16. 30
17. 80
18. 2
19. 200
20. 700
21. 500
22. 5
23. 500

24. 70
25. 800
26. 100
27. 0
28. 600

ARAL Math Grade 3 Worksheet 2

Reading and Writing Numbers

1. three hundred forty-six
2. four hundred seventy-six
3. two hundred fifty-eight
4. three hundred eighty-nine
5. nine hundred fifty-six
6. eight hundred ninety-nine
7. four hundred one
8. two hundred fifty-six
9. six hundred seventy-seven
10. five hundred fifty-five
11. two hundred ten
12. five hundred eighty-seven
13. six hundred eighty-nine
14. eight hundred ninety-seven
15. five hundred twelve
16. seven hundred thirty-four





17. nine hundred thirty
18. four hundred fifty-six
19. five hundred forty-five
20. one thousand
21. four hundred
22. three hundred twenty
23. one hundred forty-one
24. one hundred ninety-six
25. six hundred fifty-eight
26. 345
27. 672
28. 501
29. 277
30. 853
31. 200
32. 504
33. 640
34. 919
35. 214
36. 443
37. 999
38. 876
39. 210
40. 115
41. 206

42. 723
43. 318
44. 818
45. 1,000

ARAL Math Grade 3 Worksheet 3 **Writing Numbers in Expanded Form**

1. $300 + 40 + 5$
2. $700 + 80 + 9$
3. $100 + 20 + 7$
4. 600
5. $500 + 7$
6. $600 + 50 + 4$
7. $500 + 30 + 4$
8. $400 + 60 + 3$
9. $300 + 70$
10. $200 + 40 + 1$
11. $(5 \times 100) + (7 \times 1)$
12. $(6 \times 100) + (5 \times 10) + (4 \times 1)$
13. $(8 \times 100) + (6 \times 10) + (2 \times 1)$
14. $(6 \times 100) + (7 \times 10) + (1 \times 1)$
15. $(8 \times 100) + (4 \times 1)$
16. $(9 \times 100) + (7 \times 10) + (5 \times 1)$
17. $(5 \times 100) + (3 \times 10) + (4 \times 1)$
18. $(3 \times 100) + (6 \times 10) + (3 \times 1)$





$$19. (2 \times 100) + (3 \times 10) + (4 \times 1)$$

$$20. (1 \times 100) + (5 \times 10) + (6 \times 1)$$

$$21. 70 + 7$$

$$(7 \times 10) + (7 \times 1)$$

$$22. 20 + 6$$

$$(2 \times 10) + (6 \times 1)$$

$$23. 90$$

$$(9 \times 10)$$

$$24. 60 + 9$$

$$(6 \times 10) + (9 \times 1)$$

$$25. 40 + 7$$

$$(4 \times 10) + (7 \times 1)$$

$$26. 30 + 8$$

$$(3 \times 10) + (8 \times 1)$$

$$27. 90 + 5$$

$$(9 \times 10) + (5 \times 1)$$

$$28. 700 + 20 + 8$$

$$(7 \times 100) + (2 \times 10) + (8 \times 1)$$

$$29. 900 + 90 + 9$$

$$(9 \times 100) + (9 \times 10) + (9 \times 1)$$

$$30. 100 + 50 + 2$$

$$(1 \times 100) + (5 \times 10) + (2 \times 1)$$

$$31. 600 + 20$$

$$(6 \times 100) + (2 \times 10)$$

$$32. 900 + 10 + 9$$

$$(9 \times 100) + (1 \times 10) + (9 \times 1)$$

$$33. 200 + 50 + 4$$

$$(2 \times 100) + (5 \times 10) + (4 \times 1)$$

$$34. 600 + 50 + 1$$

$$(6 \times 100) + (5 \times 10) + (1 \times 1)$$

$$35. 600 + 50 + 2$$

$$(6 \times 100) + (5 \times 10) + (2 \times 1)$$

$$36. 200 + 30 + 5$$

$$(2 \times 100) + (3 \times 10) + (5 \times 1)$$

$$37. 900 + 80 + 1$$

$$(9 \times 100) + (8 \times 10) + (1 \times 1)$$

$$38. 600 + 40 + 4$$

$$(6 \times 100) + (4 \times 10) + (4 \times 1)$$

$$39. 200 + 60 + 7$$

$$(2 \times 100) + (6 \times 10) + (7 \times 1)$$

$$40. 100 + 9$$

$$(1 \times 100) + (9 \times 1)$$

$$41. 600 + 30 + 1$$

$$(6 \times 100) + (3 \times 10) + (1 \times 1)$$

$$42. 300 + 10 + 7$$

$$(3 \times 100) + (1 \times 10) + (7 \times 1)$$

$$43. 700 + 80 + 3$$

$$(7 \times 100) + (8 \times 10) + (3 \times 1)$$



44. $400 + 30$
 $(4 \times 100) + (3 \times 10)$
45. $900 + 90 + 9$
 $(9 \times 100) + (9 \times 10) + (9 \times 1)$

ARAL Math Grade 3 Worksheet 4 Comparing and Ordering Numbers

1. >
2. <
3. >
4. >
5. >
6. <
7. <
8. <
9. <
10. <
11. Quezon City has more health centers than public hospitals.
12. Quezon City has more elementary schools than high schools.
13. Quezon City has more radio stations than television networks.

14. Batangas has more municipalities than Bulacan.
15. The Philippines has less females than males.
16. There are more students in Grade 6 than in Grade 5.
17. The garden has more roses than sunflowers.
18. There are more yellow bags in the class than blue bags.
19. Marikit Village has less people than Maliwanag Village.
20. 1, 2, 3, 4
21. 3, 4, 5, 6
22. 8, 9, 10, 11
23. 0, 1, 2, 3
24. 2, 3, 4, 5
25. 4, 5, 6, 7
26. 6, 7, 8, 9
27. 5, 6, 7, 8
28. 2, 3, 6, 9
29. 0, 6, 7, 9
30. 7, 8, 9, 10
31. 11, 9, 5, 0
32. 10, 8, 4, 2
33. 12, 9, 6, 3
34. 12, 11, 9, 8





35. 21, 20, 19, 18
36. 22, 21, 20, 19
37. 20, 19, 18, 17
38. 14, 13, 12, 11
39. 23, 22, 21, 20
40. 17, 16, 15, 14

ARAL Math Grade 3 Worksheet 5

Missing Terms in Patterns

1. J, 12
2. O, 25
3. 5, K
4. V, 18
5. 30, H
6. M, 9
7. 10, E
8. Q, 30
9. 10, V
10. 10, L
11. F, 10
12. 50, F
13. E, 25
14. N, 10
15. 10, Q

16. H, 10
17. 5, V
18. 25, I
19. W, 11
20. 500, H
21. 120, F
22. L, 30
23. 12, P
24. F, 30
25. U, 20
26. 120, I
27. R, 12
28. 30, S
29. C, -2
30. 80, F
31. W, 18
32. 4, R
33. H, 20
34. 120, E
35. G, 30
36. 90, V
37. G, 70
38. 10, E
39. K, 250
40. 20, U





ARAL Math Grade 3 Worksheet 6

Missing Terms in Patterns

1. 12, 14
2. F, G
3. May, June
4. Friday, Saturday
5. 16, 18
6. 3
7. 40, 45
8. 56, 61
9. L, M
10. 6th, 7th
11. A, B
12. X, Y
13. red, blue
14. cat, dog
15. 5, 10
16. 1, 2
17. 2, 4
18. A, A
19. sunny, rainy
20. 50, 40
21. 18, 21
22. P, Q
23. September, October

24. Wednesday, Thursday
25. 111111, 111111
26. no, yes
27. 70, 75
28. V, W
29. 14th, 15th
30. 500, 600
31. red, blue
32. black, white
33. cat, cat
34. apple, banana
35. 2, 4
36. A, A
37. 1, 1
38. Monday, Monday
39. high, low
40. up, down

ARAL Math Grade 3 Worksheet 7

Missing Terms in Patterns

1. 40, 50, 60, 70
2. 200, 250
3. 300, 400, 500
4. 500, 550, 600





5. 35, 45, 55
6. 400, 500, 700, 800
7. 40, 50, 70, 80
8. 400, 500, 600
9. 300, 400, 600
10. 60, 70, 80
11. 35, 45, 55
12. 225, 275, 325
13. 500, 600
14. 400
15. 200, 300
16. 450, 550, 650
17. 45, 55, 65, 95, 105
18. 125, 175, 275, 325
19. 300
20. 500, 600, 700
21. 90, 100, 110
22. 300, 350, 400
23. 400, 500
24. 50, 60, 70
25. 200, 250
26. 500, 600
27. 110, 120
28. 600, 650
29. 1,000, 1,100

30. 80
31. 400
32. 700
33. 90
34. 250
35. 600
36. 90
37. 250
38. 600

ARAL Math Grade 3 Worksheet 8

Comparing and Arranging Fractions

1. >
2. >
3. >
4. <
5. <
6. =
7. >
8. >
9. <
10. =
11. $\frac{1}{6}$, $\frac{1}{4}$, $\frac{1}{3}$
12. $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$





13. $\frac{1}{8}$, $\frac{1}{6}$, $\frac{1}{5}$
14. $\frac{1}{8}$, $\frac{1}{6}$, $\frac{1}{2}$
15. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{6}$
16. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$
17. $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$
18. $\frac{1}{3}$, $\frac{1}{6}$, $\frac{1}{8}$
19. $>$
20. $<$
21. $=$
22. $>$
23. $>$
24. $<$
25. $<$
26. $>$
27. $<$
28. $>$
29. $=$
30. $>$

ARAL Math Grade 3 Worksheet 9

Addition of 2-digit and 3-digit Numbers

1. 126
2. 131
3. 147
4. 159
5. 179
6. 198
7. 188
8. 181
9. 183
10. 169
11. 178
12. 173
13. 187
14. 197
15. 250
16. 273
17. 280
18. 290
19. 290
20. 292
21. 280
22. 281
23. 282
24. 291





ARAL Math Grade 3 Worksheet 10

Addition of 3-digit Numbers

1. 389
2. 846
3. 908
4. 896
5. 925
6. 288
7. 987
8. 746
9. 583
10. 549
11. 581
12. 449
13. 923
14. 958
15. 330
16. 335
17. 350
18. 353
19. 356
20. 370
21. 382
22. 392
23. 395
24. 411

ARAL Math Grade 3 Worksheet 11

Word Problems on Addition

1. 135 oranges
2. 517 shirts
3. ₱359
4. 139 plums
5. ₱568
6. 264 chocolate coins
7. ₱452
8. 997 points
9. ₱627
10. 165 apples

ARAL Math Grade 3 Worksheet 12

Subtraction of 2-digit and 3-digit Numbers

1. 145
2. 185
3. 132
4. 130
5. 140
6. 146
7. 154
8. 242
9. 250
10. 223



11. 255
12. 210
13. 253
14. 220
15. 107
16. 109
17. 109
18. 119
19. 117
20. 218
21. 219
22. 236
23. 254
24. 208

ARAL Math Grade 3 Worksheet 13 **Word Problems on Subtraction**

1. 54 coins
2. 31 games
3. 52 books
4. 23 pencils
5. 45 cards
6. 34 cents
7. 52 picture books

8. 48 sports books
9. ₱356
10. 24 ice cream cones

ARAL Math Grade 3 Worksheet 14 **Understanding Multiplication**

1. $4 \times 5 = 20$ or $5 \times 4 = 20$
2. $3 \times 4 = 12$ or $4 \times 3 = 12$
3. $2 \times 8 = 16$ or $8 \times 2 = 16$
4. $6 \times 5 = 30$ or $5 \times 6 = 30$
5. $4 \times 2 = 8$ or $2 \times 4 = 8$
6. $5 \times 9 = 45$ or $9 \times 5 = 45$
7. $10 \times 1 = 10$ or $1 \times 10 = 10$
8. $1 \times 7 = 7$ or $7 \times 1 = 7$
9. $7 \times 4 = 28$ or $4 \times 7 = 28$
10. $3 \times 5 = 15$ or $5 \times 3 = 15$
11. $4 \times 4 = 16$
12. $7 \times 5 = 35$ or $5 \times 7 = 35$
13. $3 \times 1 = 3$ or $1 \times 3 = 3$
14. $9 \times 5 = 45$ or $5 \times 9 = 45$
15. $5 \times 5 = 25$
16. $8 \times 4 = 32$ or $4 \times 8 = 32$
17. $2 \times 7 = 14$ or $7 \times 2 = 14$
18. $7 \times 4 = 28$ or $4 \times 7 = 28$





19. $3 \times 10 = 30$ or $10 \times 3 = 30$
20. $6 \times 4 = 24$ or $4 \times 6 = 24$
21. $3 \times 4 = 12$ or $4 \times 3 = 12$
22. $2 \times 6 = 12$ or $6 \times 2 = 12$
23. $5 \times 3 = 15$ or $3 \times 5 = 15$
24. $5 \times 2 = 10$ or $2 \times 5 = 10$
25. $7 \times 1 = 7$ or $1 \times 7 = 7$
26. 18
27. 16
28. 18
29. 20
30. 10

ARAL Math Grade 3 Worksheet 15 **Properties of Multiplication**

1. Associative Property/APM
2. Commutative Property/CPM
3. Identity Property/IPM
4. Distributive Property/DPM
5. Identity Property/IPM
6. Commutative Property/CPM
7. Zero Property/ZPM
8. Associative Property/APM
9. Distributive Property/DPM

10. Zero Property/ZPM
11. Identity Property/IPM
12. Commutative Property/CPM
13. Zero Property/ZPM
14. Distributive Property/DPM
15. Associative Property/APM
16. Identity Property/IPM
17. Distributive Property/DPM
18. 179
19. 28
20. 0
21. 10
22. 6
23. 1
24. 7
25. Zero Property/ZPM
26. Commutative Property/CPM
27. Identity Property/IPM
28. Associative Property/APM
29. Associative Property/APM
30. Distributive Property/DPM
31. Zero Property/ZPM
32. 0
33. 3
34. 95





35. 4
36. 7
37. 4
38. 0

ARAL Math Grade 3 Worksheet 16 **Multiplication by 2, 3, 4, 5, and 10**

1. 25
2. 10
3. 3
4. 12
5. 14
6. 14
7. 80
8. 30
9. 45
10. 50
11. 20
12. 8
13. 4
14. 16
15. 28
16. 24
17. 32
18. 12

19. 36
20. 40
21. 8
22. 40
23. 32
24. 12
25. 20

ARAL Math Grade 3 Worksheet 17 **Understanding Division**

1. 3
 $6 \div 2 = 3$
2. 5
 $15 \div 3 = 5$
3. 6
 $30 \div 5 = 6$
4. 6
 $60 \div 10 = 6$
5. 4
 $16 \div 4 = 4$
6. 8
 $36 \div 4 = 8$
7. $10 \div 2 = 5$
8. $15 \div 5 = 3$





9. $40 \div 10 = 4$
10. $18 \div 3 = 6$
11. $16 \div 4 = 4$
12. $20 \div 10 = 2$
13. $14 \div 2 = 7$
14. $30 \div 5 = 6$
15. $15 \div 3 = 5$
16. $24 \div 4 = 6$

ARAL Math Grade 3 Worksheet 18
Division by 2, 3, 4, 5, and 10

1. $35 \div 5 = 7$
2. $35 \div 7 = 5$
3. $16 \div 8 = 2$
4. $16 \div 2 = 8$
5. $20 \div 4 = 5$
6. $20 \div 5 = 4$
7. $50 \div 5 = 10$
8. $50 \div 10 = 5$
9. $24 \div 4 = 6$
10. $24 \div 6 = 4$
11. $27 \div 3 = 9$
12. $27 \div 9 = 3$
13. 4
14. 7

15. 6
16. 4; 9
17. 8
18. 3
19. 3
20. 10; 8
21. 5
22. 3; 7
23. 10
24. 4; 8
25. 6
26. 10
27. 9
28. 6
29. $15 \div 3 = 5$
30. $10 \div 2 = 5$
31. $8 \div 4 = 2$
32. $10 \div 5 = 2$
33. $36 \div 4 = 9$
34. $40 \div 10 = 4$
35. $100 \div 10 = 10$
36. $24 \div 3 = 8$
37. $20 \div 4 = 5$
38. $27 \div 3 = 9$



ARAL Math Grade 3 Worksheet 19

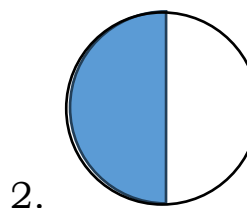
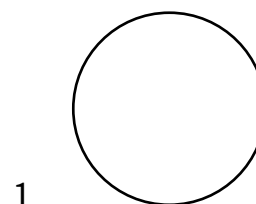
Word Problems on Division

1. $16 \div 4 = 4$
Eddie uses 4 boxes.
2. $24 \div 4 = 6$
Mang Nestor planted 6 rows with tomato seeds.
3. $30 \div 5 = 6$
Elena used 6 bags.
4. $40 \div 10 = 4$
Marianne needs 4 baskets.
5. $35 \div 5 = 7$
Feiz has 7 pupils.
6. $20 \div 2 = 10$
Aling Nelia has 10 vendors.
7. $36 \div 4 = 9$
Marissa makes 9 packs of puto paos.
8. $16 \div 2 = 8$
Aling Neri makes 8 packs.
9. $45 \div 5 = 9$
Willy forms 9 stacks.
10. $27 \div 3 = 9$
Catherine fried 9 times.
11. $40 \div 4 = 10$
10 bump cars are needed.

12. $18 \div 2 = 9$
Mang Edgar delivers 9 times.
13. $27 \div 3 = 9$
Aunt Helen uses 9 baskets.
14. $15 \div 3 = 5$
5 tricycles are needed.
15. $90 \div 10 = 9$
9 friends will receive the marbles.
16. $30 \div 3 = 10$
Marlon has 10 bundles of keys.

ARAL Math Grade 3 Worksheet 20

Half Circles and Quarter Circles



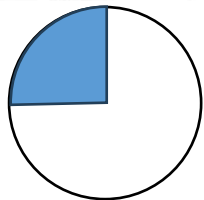


ARAL Math Grade 3 Worksheet 21

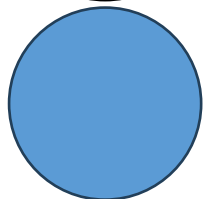
Naming Shapes: Circle, Square, Rectangle, and Triangle

1. Circle
2. Square
3. Rectangle
4. Triangle
5. Circle
6. Triangle
7. Square
8. Circle
9. Draw an object shaped like a Circle
10. Draw an object shaped like a Circle
11. Draw an object shaped like a Circle
12. Draw an object shaped like a Square
13. Draw an object shaped like a Square
14. Draw an object shaped like a Square
15. Draw an object shaped like a Rectangle
16. Draw an object shaped like a Rectangle
17. Draw an object shaped like a Rectangle
18. Draw an object shaped like a Triangle
19. Draw an object shaped like a Triangle
20. Draw an object shaped like a Triangle

3.



4.



5. H

6. Q

7. Q

8. H

9. Any drawing/variation of a half circle
10. Any drawing/variation of a whole circle
11. Any drawing/variation of a quarter circle
12. Any drawing/variation of 2 quarters of a circle
13. Any drawing/variation of 2 halves of a circle
14. Any drawing/variation of a half circle
15. Any drawing/variation of a quarter circle
16. Any drawing/variation of a whole circle



ARAL Math Grade 3 Worksheet 22

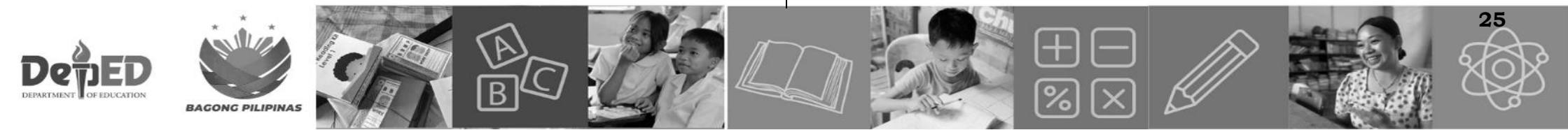
Geometric Patterns

1. ■ ●
2. ● ●
3. ★ □
4. ♥ ▲
5. ● ○
6. △ ▲
7. ☺ ♥
8. ○ ●
9. ★ □
10. △ ●
11. ♥ ♥
12. ● □
13. ○ ▲
14. ■ ★
15. ♥ ☺
16. ■ ◇
17. □ △
18. ■ ●
19. ♥ ♥
20. ▲ □

ARAL Math Grade 3 Worksheet 23

Geometric Patterns

1. ○ □
2. △△△△△ △△△△△△
3. □ □
4. →→→→→ →→→→→→
5. ○○○○○ ○○○○○○
6. ★★★★★ ★★★★★★
7. ↑ →
8. ○ ○
9. □ □
10. △ ▽
11. ♥ ♥ ♥
12. ○ ○
13. ★
14. ←←←←← ←←←←←←
15. △ △
16. □ □
17. ◇◇◇◇◇ ◇◇◇◇◇◇
18. □ ■





19. *****

20. → →→

21. ○ □

22. ○ ○

23. □ ◇

24. ↓ ↘

25. ○ ○

26. ◇ □

27. ← ↙

28. △ ○

29. □ ○

30. ▽ ◁

31. □ ◇

32. ⊖ ⊘

33. ↓ ←

34. ▽ ◁

35. ○ ○

36. △ □

37. ○ □

38. ◇ △

39. ▷ ◁

40. ↓ ↙

ARAL Math Grade 3 Worksheet 24 Geometric Visualization

1. straight line
2. curved line
3. straight line
4. curved line
5. straight line
6. curved line
7. curved line
8. straight line
9. curved line
10. flat surface
11. curved surface
12. curved surface
13. curved surface
14. curved surface
15. flat surface
16. flat surface
17. curved surface
18. flat surface
19. ✓
20. ✗
21. ✓
22. ✗



23. ✓
24. ✗
25. ✓
26. ✗
27. ✗
28. FLAT
29. CURVED
30. CURVED
31. CURVED
32. CURVED
33. FLAT
34. FLAT
35. FLAT
36. CURVED



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