4

DepED
DEPARTMENT OF EDUCATION

Learning Activity Sheet for Mathematics

Quarter 1

Week

1

DepED MATATAG
Bansang Makabata Batang Makabansa

BAGONG PILIPINAS

DEPARTMENT OF EDUCATION NCR

ONE NCR STRONGER TOGETHER

Learning Activity Sheet Mathematics Grade 4
Quarter 1: Week 1

Published by the Department of Education
Secretary: Sara Z. Duterte
Undersecretary: Gina O. Gonong

Development Team

Writer:	Developed by Region I
Enhanced by:	Mirasol I. Rongavilla
Content Reviewer:	Jennifer B. Mondoy, Joel P. Feliciano, and Lambert G. Quesada
External Content Validator:	Dr. Levie Elipane, Dr. Flordeliza Francisco
External Language Validator:	John Paolo Sandicho
Illustrator:	
Layout Artist:	Carl Edison G. Poblador

Management Team

JOCELYN DR ANDAYA *CESO IV*, Director IV
CRISTITO A. ECO *CESO III*, Assistant Regional Director
MICAH G. PACHECO, OIC-Chief Education Program Supervisor, CLMD
DENNIS M. MENDOZA, Regional Education Program Supervisor/Learning Resource Management Section
RESTY I. RODELAS, Regional Mathematics Education Program Supervisor
DAISY L. MATAAC, SDO Taguig City & Pateros LRMS Education Program Supervisor
ELSA R. MATA, SDO Navotas LRMS Education Program Supervisor

Department of Education – National Capital Region (DepEd- NCR)

Office Address: 6 Misamis St, Bago Bantay, Quezon City
Metro Manila, Philippines, 1105
Telefax: (02) 85229412
Email Address: ncr@deped.gov.ph

LEARNING ACTIVITY SHEET 1

Learning Area:	**Mathematics 4**	**Quarter:**	**1**
Week:	**1**	**Day:**	**1**
Lesson Title/ Topic:	**Understanding Right Angles**		
Name:		**Grade & Section:**	**4**

Activity No. 1: Exploring Right Angles with Paper Cutouts and Protractors -

Duration: 10 minutes

Instructions: Follow the steps to construct a right angle using a protractor and paper cutout. Compare it to other angles you encounter.

Task/Question 1:

1. Choose a paper cutout (square or rectangle) and mark one corner as your starting point.
2. Place the protractor on the corner with the baseline along one edge of the cutout. The center of the protractor should align with the corner.
3. Find the 90-degree mark on the protractor scale. It's usually the first line to the left of the center mark (0 degrees).
4. Draw a line from the marked corner of the cutout to the 90-degree mark on the protractor. This line represents one side of the right angle.
5. Draw another line from the marked corner to the opposite end of the line you just drew. These two lines should meet and form a corner that represents a right angle.
6. Observe your constructed right angle. What does it look like?

Task/Question 2:

Comparing to Other Angles

Look around your surroundings and find objects with angles. Use your protractor to measure these angles. Are they right angles or non-right angles? Mark the appropriate option.

1. Name of the object: _____

   Draw the Angle: _____

   Measurement: _____

   Type of Angle: [ ] Right Angle [ ] Non-right Angle

2. Name of the object: _____

   Draw the Angle: _____

   Measurement: _____

   Type of Angle: [ ] Right Angle [ ] Non-right Angle

3. Name of the object: _____

   Draw the Angle: _____

   Measurement: _____

   Type of Angle: [ ] Right Angle [ ] Non-right Angle

Activity No.2: Identifying and Drawing Right Angles

Duration: 5 minutes

Instructions: Draw any shape with right angles. Use a protractor to draw them accurately.

Task/Question 1:

Shape 1:

Shape 2:

Shape 3:

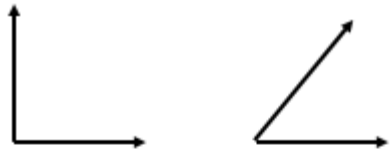
Shape 4:

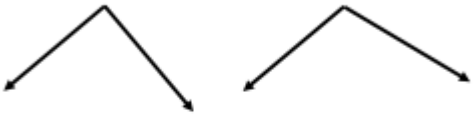
Shape 5:

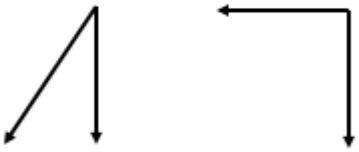
Activity No. 3: Identifying Right Angles in Mixed Angles

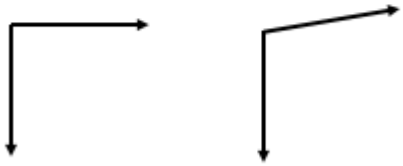
Duration: 5 minutes

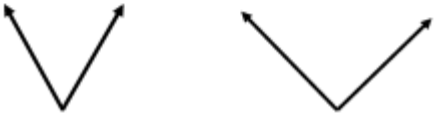
Task/Question 1: Examine each angle and circle the ones that are right angles.

Angles 1: 

Angles 2: 

Angles 3: 

Angles 4: 

Angles 5: 

Task 2: Draw any real object that you see which form a right angle.

LEARNING ACTIVITY SHEET 2

Learning Area:	**Mathematics 4**	**Quarter:**	**1**
Week:	**1**	**Day:**	**2**
Lesson Title/ Topic:	**Exploring Acute Angles**		
Name:		**Grade & Section:**	**4**

Activity No. 4: Exploring Acute Angles in Shapes

Duration: 5 minutes

Instructions: Examine each shape below and identify any acute angles. Label each acute angle with the letter "a". Use a protractor to estimate the measurement of each acute angle.

Shape 1: *[Draw a shape with angles. Some angles should be acute*.]

Acute Angles (labeled with "a"): _____°, _____°

Shape 2*: [Draw another shape with angles. Include at least two acute angles.]*

Acute Angles (labeled with "a"): _____°, _____°

Shape 3: [*Draw another shape with angles. Include at least three acute angles.]*

Acute Angles (labeled with "a"): _____°, _____°, _____°

Shape 4*: [Draw one last shape with angles. Make sure to have both acute and non-acute angles.]*

Acute Angles (labeled with "a"): _____°, _____°**.**

LEARNING ACTIVITY SHEET

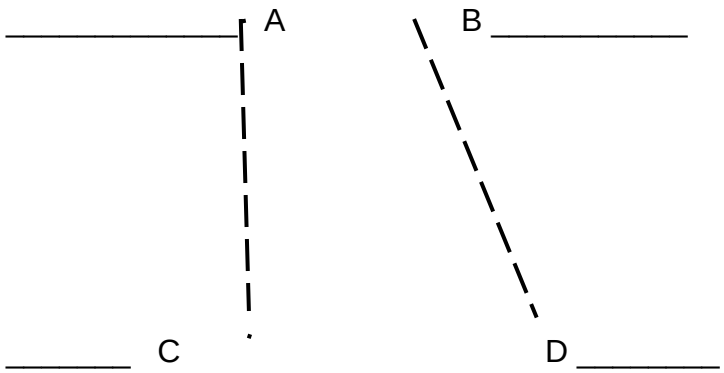
Learning Area:	**Mathematics 4**	**Quarter:**	**1**
Week:	**1**	**Day:**	**3**
Lesson Title/ Topic:	**Exploring Acute Angles**		
Name:		**Grade & Section:**	**4**

Activity No. 5: Exploring Obtuse Angles in Complex Shapes

Duration: 5 minutes

Instructions:

1. Examine the complex shape provided below.
2. Carefully identify the angles formed by the lines in the shape.
3. Classify each angle as acute (A), right (R), or obtuse (O). Mark your classification beside each angle.
4. Once you've classified all the angles, write down the letters of the points where obtuse angles are located.
5. Use a protractor to measure the angles if necessary.
6. Write your answer on the space provided before the letter.



In the shape above, you can see points A, B, C, and D connected by lines. Your task is to carefully examine the angles formed by these lines and determine if they are acute, right, or obtuse.

Angle Classification Key:

a. Acute (A): Angle measures less than 90 degrees.
b. Right (R): Angle measures exactly 90 degrees.
c. Obtuse (O): Angle measures more than 90 degrees

LEARNING ACTIVITY SHEET

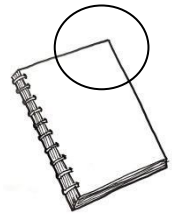
Learning Area:	**Mathematics 4**	**Quarter:**	**1**
Week:	**1**	**Day:**	**4**
Lesson Title/ Topic:	**Exploring Acute Angles**		
Name:		**Grade & Section:**	**4**

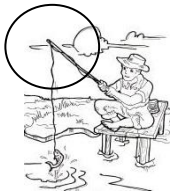
Activity No. 6: Angle Explorer: Discovering Acute, Obtuse, and Right Angles

Duration: 5 minutes

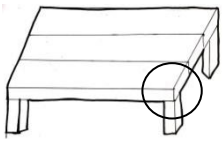
Instructions: Look carefully at the encircled part of the drawing, identify the angle, and write your answer.

Task/Question 1: Angle Explorer

Angle 1:  Answer: _____

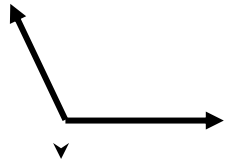
Angle 2:  Answer: _____

Angle 3:

 Answer: _____

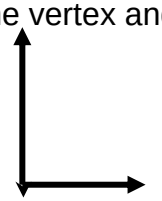
(*Illustrated by: Uldario C. Viado)*

Task/Question 2:
Angle 1: Label the vertex and the arms of the angle. What type of angle is it?



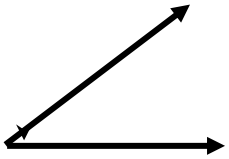
Type of Angle: _____

Angle 2: Label the vertex and the arms of the angle. What type of angle is it?



Type of Angle: _____

Angle 3: Label the vertex and the arms of the angle. What type of angle is it?



Type of Angle: _____

Task/Question 3: (Optional)

1. Explain the difference between an acute angle and an obtuse angle.
   _____
   _____
   _____
   _____
2. What kind of angle looks like the corner of a blackboard or a square? Give an example.
   _____
   _____
   _____
3. Imagine a clock. At what time do the hour hand and minute hand form a right angle?
   _____
   _____
   _____
4. Find an example of an obtuse angle in your classroom or home. Describe it.
   _____
   _____
   _____
   _____

LEARNING ACTIVITY SHEET

Learning Area:	**Mathematics 4**	**Quarter:**	**1**
Week:	**1**	**Day:**	**4**
Lesson Title/ Topic:	**Exploring Acute Angles**		
Name:		**Grade & Section:**	**4**

Activity No. 7: Exploring Angle Measurements with Protractors -

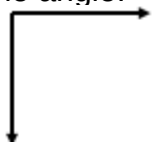
Duration: 5 minutes

Instructions: Use your protractor to measure each angle. Classify the angles as acute, right, or obtuse based on their measurements.

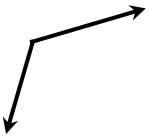
Task/Question 1:

1. 

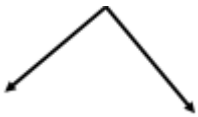
Measure the angle using your protractor.
Classify the angle: _____

2. 

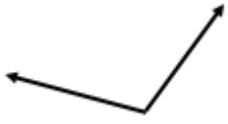
Measure the angle using your protractor.
Classify the angle: _____

3. 

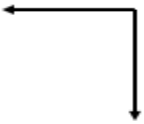
Measure the angle using your protractor.
Classify the angle: _____

4. 

Measure the angle using your protractor.
Classify the angle: _____

5. 

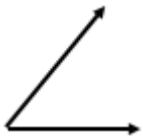
Measure the angle using your protractor.
Classify the angle: _____

6. 

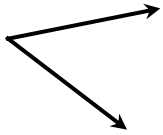
Measure the angle using your protractor.
Classify the angle: _____

7. 

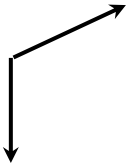
Measure the angle using your protractor.
Classify the angle: _____

8. 

Measure the angle using your protractor.
Classify the angle: _____

9. 

Measure the angle using your protractor.
Classify the angle: _____

10. 

Measure the angle using your protractor.
Classify the angle: _____

LEARNING ACTIVITY SHEET

Learning Area:	**Mathematics 4**	**Quarter:**	**1**
Week:	**1**	**Day:**	**4**
Lesson Title/ Topic:	**Exploring Acute Angles**		
Name:		**Grade & Section:**	**4**

Activity No. 8: Angle Detectives: Exploring Angles and Protractors -

Duration: 5 minutes

Instructions: Work in your group to complete the tasks below. Use your protractors to measure and classify the angles on the angle cards.

Group Members:

Name: _____

Name: _____

Name: _____

Name: _____

Angle Cards: Each group member should take turns selecting an angle card from the set provided. Draw the angle on the worksheet, measure it with your protractor, and classify it as acute, right, or obtuse.

Task/Question 1:

Angle Diagram: [Draw the angle] Measurement: _____ degrees Classification: _____

Angle Diagram: [Draw the angle] Measurement: _____ degrees Classification: _____

Angle Diagram: [Draw the angle] Measurement: _____ degrees Classification: _____

Angle Diagram: [Draw the angle] Measurement: _____ degrees Classification: _____

LEARNING ACTIVITY SHEET

Learning Area:	**Mathematics 4**	**Quarter:**	**1**
Week:	**1**	**Day:**	**4**
Lesson Title/ Topic:	**Exploring Acute Angles**		
Name:		**Grade & Section:**	**4**

Activity No. 9: Angle Mastery Quiz

Duration: 5 minutes

Instructions:

Answer the following questions based on your knowledge of angles and protractors.

1: Identify the type of angle in the diagram:

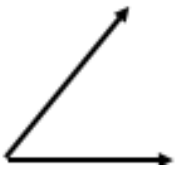
- ☐ Acute
- ☐ Right
- ☐ Obtuse

2: Which of the following angles is exactly 90 degrees?

- ☐ Acute angle
- ☐ Right angle
- ☐ Obtuse angle

3: Using your protractor, measure the angle below:

Measurement: _____ degrees



4: Classify the measured angle from Question 3 as:

- ☐ Acute
- ☐ Right
- ☐ Obtuse

5: Classify the following angles below as acute, right, or obtuse given their measures.

a) 89° _____

b) 101° _____

c) 9° _____

d) 90° _____

e) 181° _____

LEARNING ACTIVITY SHEET

Learning Area:	**Mathematics 4**	**Quarter:**	**1**
Week:	**1**	**Day:**	**4**
Lesson Title/ Topic:	**Exploring Acute Angles**		
Name:		**Grade & Section:**	**4**

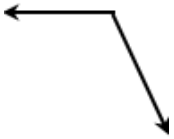
Activity No. 10: Angle Master Challenge

Duration: 5 minutes

Instructions: Solve the following practice problems.

Task/Question 1:
Draw an acute angle and measure its degree. Measurement: _____ degrees

Task/Question 2:
Identify the type of angle in the diagram below:



- ☐ Acute
- ☐ Right
- ☐ Obtuse

Task/Question 3:
Using your protractor, measure the angle shown below:
Measurement: _____ degrees

Task/Question 4: Classify the measured angle from Problem 3 as:
- ☐ Acute
- ☐ Right
- ☐ Obtuse

Task/Question 5:
Draw an angle that is acute and measure its degree. Measurement: _____ degrees

Task/Question 6:
If an angle measures 45 degrees, how would you classify it?
- ☐ Acute
- ☐ Right
- ☐ Obtuse

LEARNING ACTIVITY SHEET

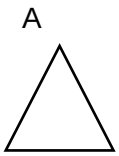
Learning Area:	**Mathematics 4**	**Quarter:**	**1**
Week:	**1**	**Day:**	**5**
Lesson Title/ Topic:	**Measuring and Drawing Angles with a Protractor**		
Name:		**Grade & Section:**	**4**

Activity No. 11: Angle Measurement Practice

Duration: 5 minutes

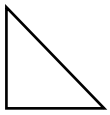
Instructions: Use a protractor to measure the angles below. Write down the angle measurement in degrees.

Task/Question1:



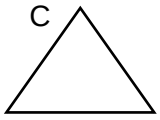
Angle Measurement: _____

Task/Question 2:



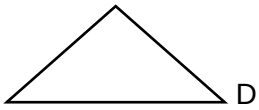
Angle Measurement: _____

Task/Question 3:



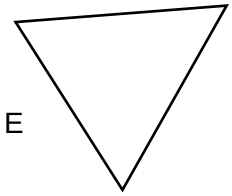
Angle Measurement: _____

Task/Question 4:



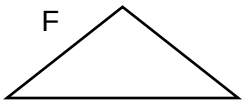
Angle Measurement: _____

Task/Question 5:



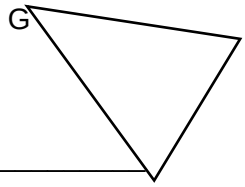
Angle Measurement: _____

Task/Question 6:



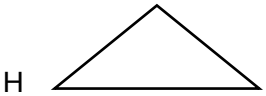
Angle Measurement: _____

Task/Question 7:



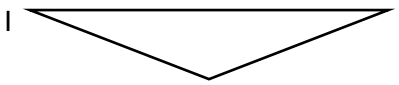
Angle Measurement: _____

Task/Question 9:



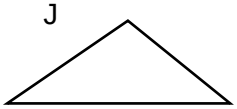
Angle Measurement: _____

Task/Question 8:



Angle Measurement: _____

Task/Question 10:



Angle Measurement: _____

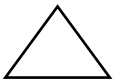
LEARNING ACTIVITY SHEET

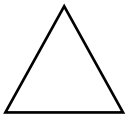
Learning Area:	**Mathematics 4**	**Quarter:**	**1**
Week:	**1**	**Day:**	
Lesson Title/ Topic:	**Measuring and Drawing Angles with a Protractor**		
Name:		**Grade & Section:**	**4**

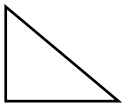
Activity No. 12: Angle Measurement and Drawing Practice

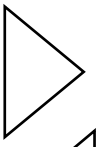
Duration: 5 minutes

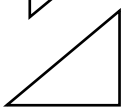
Instructions: Given the specified vertex of the triangle, use a protractor to measure its angle. Write down the angle measurement in degrees. Additionally, draw an angle of the specified degree in the blank space provided.

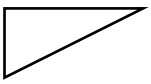
Angle A  Measure: _____ degrees Draw: _____ degrees

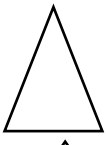
Angle B  Measure: _____ degrees Draw: _____ degrees

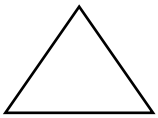
Angle C  Measure: _____ degrees Draw: _____ degrees

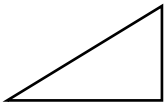
Angle D  Measure: _____ degrees Draw: _____ degrees

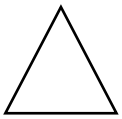
Angle E  Measure: _____ degrees Draw: _____ degrees

Angle F  Measure: _____ degrees Draw: _____ degrees

Angle G  Measure: _____ degrees Draw: _____ degrees

Angle H  Measure: _____ degrees Draw: _____ degrees

Angle I  Measure: _____ degrees Draw: _____ degrees

Angle J  Measure: _____ degrees Draw: _____ degrees