

4

# Learning Activity Sheet for Mathematics

Quarter 1

Week

2

## Learning Activity Sheet Mathematics Grade 4

### Quarter 1: Week 2

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# LEARNING ACTIVITY SHEET 1

Learning Area:	Mathematics 4	Quarter:	1
Week:	2	Day:	1
Lesson Title/ Topic:	Exploring the Properties of Triangles		
Name:		Grade & Section:	4

## Activity No. 1: Exploring Triangle Types and Properties

**Duration:** Approximately 5-10 minutes

**Instructions:** For each question, draw the given triangle, label its sides and angles, and identify the type of triangle (equilateral, isosceles, or scalene).

**Task/Question 1:** Draw an equilateral triangle. Label its sides as A, B, and C. Label its angles as  $\angle A$ ,  $\angle B$ , and  $\angle C$ .

**Task/Question 2:** Draw an isosceles triangle. Label its sides as P, Q, and R. Label its angles as  $\angle P$ ,  $\angle Q$ , and  $\angle R$ .

**Task/Question 3:** Draw a scalene triangle. Label its sides as X, Y, and Z. Label its angles as  $\angle X$ ,  $\angle Y$ , and  $\angle Z$ .

**Task/Question 4:** Draw any triangle of your choice. Label its sides and angles. Calculate the sum of its angles. Is the sum equal to 180 degrees? Why or why not?

**Task/Question 5 (Challenge) (Optional):** Create your own triangle examples—one equilateral, one isosceles, and one scalene. Swap with a classmate to solve. (*Remember to show all your work neatly and accurately. Good luck!*)

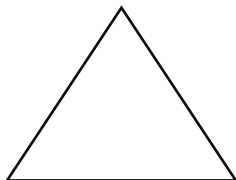
## Activity No. 2: IDENTIFY MY ANGLES AND SIDES

**Duration:** 5 minutes

**Instructions:** Examine each triangle below. Label the sides as A, B, and C. Identify the type of triangle (equilateral, isosceles, scalene).

### Task/Question 1:

Triangle A:



Type of Triangle: \_\_\_\_\_

Side A: \_\_\_\_\_ mm

Side B: \_\_\_\_\_ mm

Side C: \_\_\_\_\_ mm

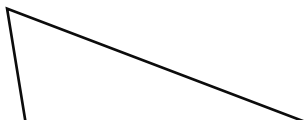
$\angle A$ : \_\_\_\_\_ degrees

$\angle B$ : \_\_\_\_\_ degrees

$\angle C$ : \_\_\_\_\_ degrees

### Task/Question 2:

Triangle B:



Type of Triangle: \_\_\_\_\_

Side A: \_\_\_\_\_ mm

Side B: \_\_\_\_\_ mm

Side C: \_\_\_\_\_ mm

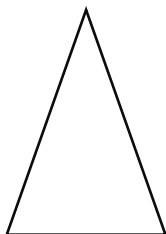
$\angle A$ : \_\_\_\_\_ degrees

$\angle B$ : \_\_\_\_\_ degrees

$\angle C$ : \_\_\_\_\_ degrees

### Task/Question 3:

Triangle C:



Type of Triangle: \_\_\_\_\_

Side A: \_\_\_\_\_ mm

Side B: \_\_\_\_\_ mm

Side C: \_\_\_\_\_ mm

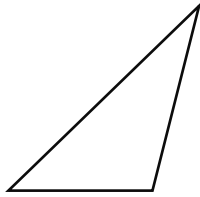
$\angle A$ : \_\_\_\_\_ degrees

$\angle B$ : \_\_\_\_\_ degrees

$\angle C$ : \_\_\_\_\_ degrees

**Task/Question 4:**

Triangle D:



Identify the type of triangle: \_\_\_\_\_

Side A: \_\_\_\_\_ mm

Side B: \_\_\_\_\_ mm

Side C: \_\_\_\_\_ mm

 $\angle A$ : \_\_\_\_\_ degrees $\angle B$ : \_\_\_\_\_ degrees $\angle C$ : \_\_\_\_\_ degrees**Task/Question 5: (Optional)**

Triangle E (Challenge):

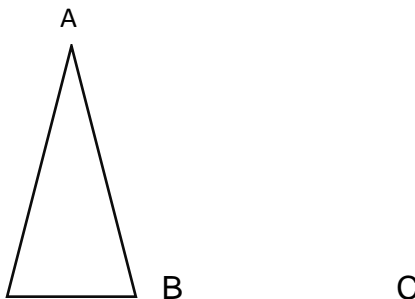
Create your own triangle example. Label the sides and angles. Identify the type of triangle.

### Activity No. 3: TEST TIME

**Duration:** 5 minutes

**Instructions:** Examine each triangle image below. Label the angles as  $\angle A$ ,  $\angle B$ , and  $\angle C$ . Classify each triangle as equilateral, isosceles, or scalene.

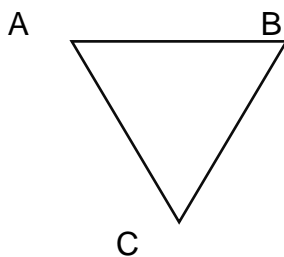
**Task/Question 1:**



$\angle A$ : \_\_\_\_\_ degrees       $\angle B$ : \_\_\_\_\_ degrees       $\angle C$ : \_\_\_\_\_ degrees

Triangle Type: \_\_\_\_\_

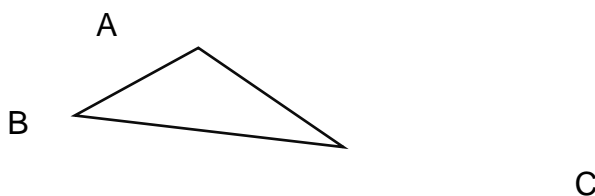
**Task/Question 2:**



$\angle A$ : \_\_\_\_\_ degrees       $\angle B$ : \_\_\_\_\_ degrees       $\angle C$ : \_\_\_\_\_ degrees

Triangle Type: \_\_\_\_\_

**Task/Question 3:**

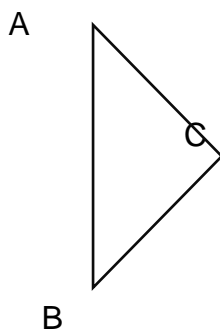


Side A: \_\_\_\_\_ mm      Side B: \_\_\_\_\_ mm      Side C: \_\_\_\_\_ mm

$\angle A$ : \_\_\_\_\_ degrees       $\angle B$ : \_\_\_\_\_ degrees       $\angle C$ : \_\_\_\_\_ degrees

Triangle Type: \_\_\_\_\_

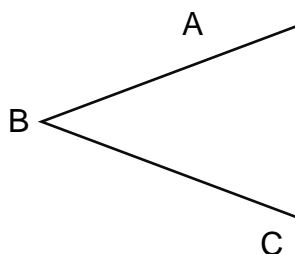
**Task/Question 4:**



$\angle A$ : \_\_\_\_\_ degrees  $\angle B$ : \_\_\_\_\_ degrees  $\angle C$ : \_\_\_\_\_ degrees

Triangle Type: \_\_\_\_\_

**Task/Question 5:**



$\angle A$ : \_\_\_\_\_ degrees  $\angle B$ : \_\_\_\_\_ degrees  $\angle C$ : \_\_\_\_\_ degrees

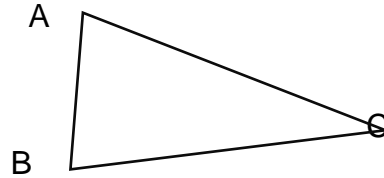
Triangle Type: \_\_\_\_\_

#### Activity No. 4: Additional Triangle Classification and Labeling Practice

**Duration:** 5 minutes

**Instructions:** Examine each triangle image below and label the angles as  $\angle A$ ,  $\angle B$ , and  $\angle C$ . Measure the sides. Classify each triangle as equilateral, isosceles, or scalene.

**Task/Question 1:**



Side A: \_\_\_\_\_

Side B: \_\_\_\_\_

Side C: \_\_\_\_\_

$\angle A$ : \_\_\_\_\_ degrees

$\angle B$ : \_\_\_\_\_ degrees

$\angle C$ : \_\_\_\_\_ degrees

Triangle Type: \_\_\_\_\_

**Task/Question 2:**



Side A: \_\_\_\_\_

Side B: \_\_\_\_\_

Side C: \_\_\_\_\_

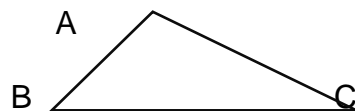
$\angle A$ : \_\_\_\_\_ degrees

$\angle B$ : \_\_\_\_\_ degrees

$\angle C$ : \_\_\_\_\_ degrees

Triangle Type: \_\_\_\_\_

**Task/Question 3:**



Side A: \_\_\_\_\_

Side B: \_\_\_\_\_

Side C: \_\_\_\_\_

$\angle A$ : \_\_\_\_\_ degrees

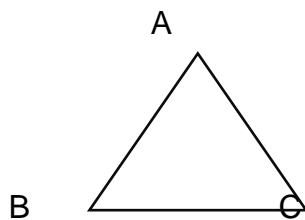
$\angle B$ : \_\_\_\_\_ degrees

$\angle C$ : \_\_\_\_\_ degrees

Triangle Type: \_\_\_\_\_



**Task/Question 4:**



Side A: \_\_\_\_\_

Side B: \_\_\_\_\_

Side C: \_\_\_\_\_

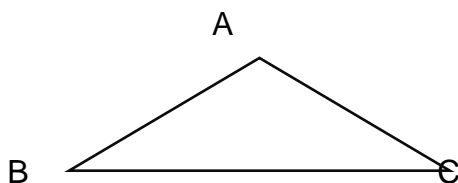
$\angle A$ : \_\_\_\_\_ degrees

$\angle B$ : \_\_\_\_\_ degrees

$\angle C$ : \_\_\_\_\_ degrees

Triangle Type: \_\_\_\_\_

**Task/Question 5:**



Side A: \_\_\_\_\_

Side B: \_\_\_\_\_

Side C: \_\_\_\_\_

$\angle A$ : \_\_\_\_\_ degrees

$\angle B$ : \_\_\_\_\_ degrees

$\angle C$ : \_\_\_\_\_ degrees

Triangle Type: \_\_\_\_\_

# LEARNING ACTIVITY SHEET

<b>Learning Area:</b>	<b>Mathematics 4</b>	<b>Quarter:</b>	<b>1</b>
<b>Week:</b>	<b>2</b>	<b>Day:</b>	<b>2</b>
<b>Lesson Title/ Topic:</b>	<b>Exploring the Properties of Quadrilaterals</b>		
<b>Name:</b>		<b>Grade &amp; Section:</b>	<b>4</b>

## Activity No. 5: Exploring Quadrilateral Properties

**Duration:** Approximately 5-10 minutes.

**Instructions:** For each type of quadrilateral, complete the following activities on your worksheet:

### Task/Question 1

Individual Observation: Individually observe each example and mentally identify its type. Note down your initial thoughts about the properties you observe.

### Task/Question 2

Group Discussion: Divide into small groups of 3-4 learners. In your group, discuss your individual observations and collaborate to identify the type of each quadrilateral example. Share your initial thoughts and insights.

Square:

Identify and list the properties of a square.

Label the features on the visual example provided.

Explain why it is a square based on its properties.

Rectangle:

Identify and list the properties of a rectangle.

Label the features on the visual example provided.

Explain why it is a rectangle based on its properties.

Parallelogram:

Identify and list the properties of a parallelogram.

Label the features on the visual example provided.

Explain why it is a parallelogram based on its properties.

Trapezoid:

Identify and list the properties of a trapezoid.

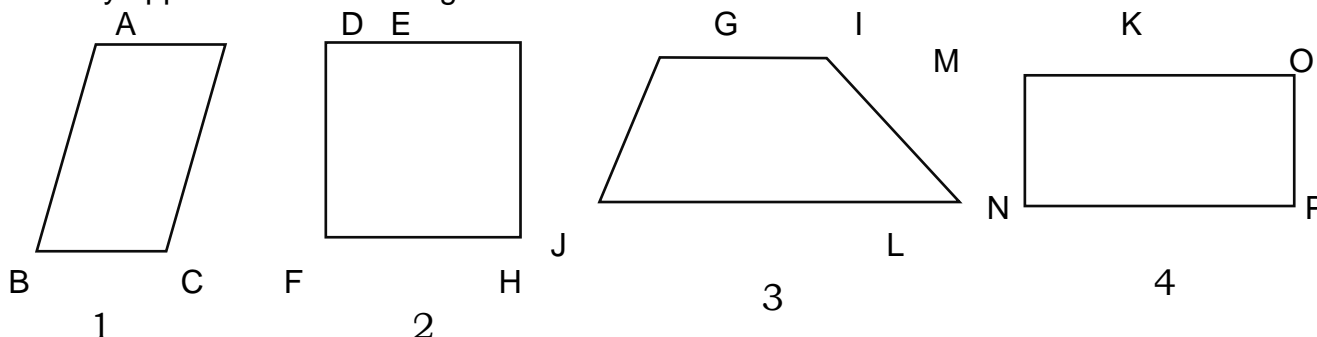
Label the features on the visual example provided.

Explain why it is a trapezoid based on its properties.

## Activity No. 6: TEST TIME

**Duration:** 5 minutes.

**Instructions:** Carefully read the instructions for each question and complete the tasks accordingly. Use the given quadrilateral images to identify, label, and classify them. Make sure to identify opposite sides and angles as well.



### Task/Question 1

Classify each quadrilateral by selecting the correct type from the following options: square, rectangle, parallelogram, trapezoid.

Quadrilateral 1: \_\_\_\_\_

Quadrilateral 2: \_\_\_\_\_

Quadrilateral 3: \_\_\_\_\_

Quadrilateral 4: \_\_\_\_\_

For each quadrilateral, label its sides and angles using appropriate letters (A, B, C, etc.).

### Task/Question 2

Quadrilateral 1:

Sides: AB, BC, CD, DA

Angles: A, B, C, D

### Task/Question 3

Quadrilateral 2:

Sides: \_\_\_\_\_

Angles: \_\_\_\_\_

### Task/Question 4

Quadrilateral 3:

Sides: \_\_\_\_\_

Angles: \_\_\_\_\_

### Task/Question 5

Quadrilateral 4:

Sides: \_\_\_\_\_

Angles: \_\_\_\_\_

Identify and label the properties of each quadrilateral based on the given options: right angles, equal sides, parallel sides, bisecting diagonals.

**Task/Question 6**

Quadrilateral 1: \_\_\_\_\_  
Quadrilateral 2: \_\_\_\_\_  
Quadrilateral 3: \_\_\_\_\_  
Quadrilateral 4: \_\_\_\_\_

For each quadrilateral, identify and label the opposite sides and angles using appropriate letters.

**Task/Question 7**

Quadrilateral 1:  
Opposite Sides: \_\_\_\_\_  
Opposite Angles: \_\_\_\_\_

**Task/Question 8**

Quadrilateral 2:  
Opposite Sides: \_\_\_\_\_  
Opposite Angles: \_\_\_\_\_

**Task/Question 9**

Quadrilateral 3:  
Opposite Sides: \_\_\_\_\_  
Opposite Angles: \_\_\_\_\_

**Task/Question 10**

Quadrilateral 4:  
Opposite Sides: \_\_\_\_\_  
Opposite Angles: \_\_\_\_\_

## Activity No. 7: Discovering Quadrilaterals in Your Environment

**Duration:** Flexible, but approximately 1-2 weeks for observation and documentation.

### Instructions:

Introduction: Read the instructions carefully before starting.

### Observation Phase:

1. Over the next week(s), keep a lookout for different types of quadrilaterals in your environment (home, school, neighborhood, etc.).
2. Use your knowledge of square, rectangle, parallelogram, and trapezoid properties to identify them.
3. Consider where you find these shapes: architecture, furniture, signs, etc.

### Documentation:

1. Record your findings in your notebook or on a separate sheet of paper.
2. Write down the location where you found each quadrilateral (e.g., "At the playground").
3. Sketch or draw each quadrilateral and label its sides and angles.

### Photographs (Optional):

1. If possible, take photographs of the quadrilaterals you find.
2. Print the photos or include them in your documentation.

Use the Rubric for evaluation of the project

Criteria	Exemplary (5)	Proficient (4)	Adequate (3)	Limited (2)	Not Evident (1)
Identification of Quadrilaterals	Accurately identifies and classifies various quadrilaterals, showcasing in-depth understanding .	Identifies and classifies most quadrilaterals with clear understanding .	Identifies and classifies some quadrilaterals, showing partial understanding .	Struggles to accurately identify and classify quadrilaterals, limited understanding .	Unable to identify or classify quadrilaterals .
Documentation and Explanation	Provides clear and detailed sketches, labels, and explanations for each quadrilateral discovered.	Presents sketches, labels, and explanations for most quadrilaterals, demonstrating understanding .	Offers sketches, labels, and explanations for some quadrilaterals, but lacks detail.	Provides limited or vague sketches, labels, and explanations.	Lacks documentation or explanations .

Criteria	Exemplary (5)	Proficient (4)	Adequate (3)	Limited (2)	Not Evident (1)
Reflection and Application	Reflects thoughtfully on the project, discussing insights gained from real-life observation and application of knowledge.	Reflects on the project's value in applying knowledge but lacks in-depth insights.	Offers a basic reflection on the project's application of knowledge.	Provides limited reflection without significant insight.	Reflects minimally or not at all.
Creativity and Presentation	Demonstrates creativity in observations, documentation , and possible use of photographs. Presentation is neat and organized.	Shows creativity in observations and documentation , with a well-organized presentation.	Exhibits some creativity in observations and documentation , presentation may lack organization.	Shows limited creativity in observations and documentation , presentation lacks neatness.	Lacks creativity and presentation is disorganized .

Project Rubrics: Discovering Quadrilaterals in Your Environment  
Total Score: \_\_\_\_\_ out of 20

# LEARNING ACTIVITY SHEET

<b>Learning Area:</b>	<b>Mathematics 4</b>	<b>Quarter:</b>	<b>1</b>
<b>Week:</b>	<b>2</b>	<b>Day:</b>	<b>3</b>
<b>Lesson Title/ Topic:</b>	<b>Exploring the Properties of Triangles</b>		
<b>Name:</b>		<b>Grade &amp; Section:</b>	<b>4</b>

## Activity No. 8: Exploring Shapes

**Duration:** 5 minutes

### Instructions:

1. Divide into Groups: Form small groups of learners, ideally 3-4 learners per group.
2. Distribute Materials: Provide each group with a set of shape images and a worksheet.
3. Observation and Discussion: In your group, carefully examine the shape images. Discuss the following points:

### Task/Question 1:

Identify each triangle shape.

### Task/Question 2:

Describe the number of sides and angles in each shape.

### Task/Question 3:

Discuss any special features or characteristics you notice.

### Task/Question 4:

Share with the Whole Group: After the group discussion, each group will share their findings with the entire class. This can be done through presentations or by discussing the shapes collectively.

# LEARNING ACTIVITY SHEET

<b>Learning Area:</b>	<b>Mathematics 4</b>	<b>Quarter:</b>	<b>1</b>
<b>Week:</b>	<b>2</b>	<b>Day:</b>	<b>3</b>
<b>Lesson Title/ Topic:</b>	<b>Exploring the Properties of Triangles</b>		
<b>Name:</b>		<b>Grade &amp; Section:</b>	<b>4</b>

## Activity No. 9: Shape Identification and Explanation

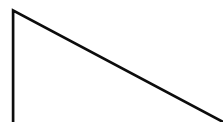
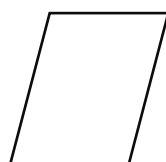
**Duration:** 5 minutes

### Instructions:

Identify the shape as indicated and explain why it is a triangle or a quadrilateral.

### Task/Question 1:

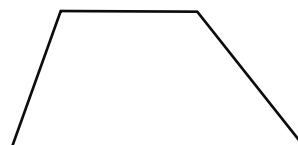
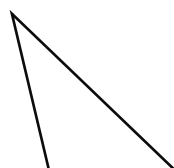
Triangle:



Explanation:

### Task/Question 2:

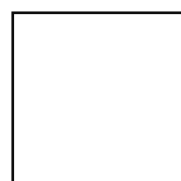
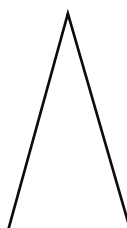
Quadrilateral:



Explanation:

### Task/Question:

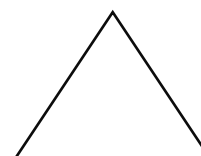
Triangle:



Explanation:

### Task/Question 4:

Quadrilateral:



Explanation:



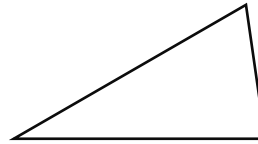
## Activity No.10: Triangle Types Exploration

**Duration:** 5 minutes

**Instructions:** Examine each triangle image and classify it as either equilateral, isosceles, or scalene. Write the corresponding label next to each triangle. Provide a brief explanation for your classification, mentioning specific features that led you to your decision. You can use any measuring tool/device.

### Task/Question 1:

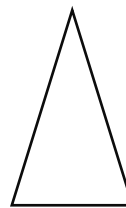
Triangle Images:



Classification: \_\_\_\_\_

Explanation: \_\_\_\_\_

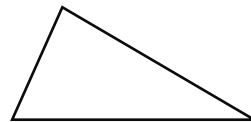
### Task/Question 2:



Classification: \_\_\_\_\_

Explanation: \_\_\_\_\_

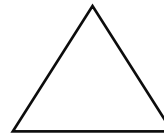
### Task/Question 3:



Classification: \_\_\_\_\_

Explanation: \_\_\_\_\_

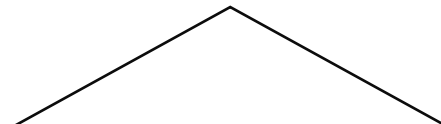
### Task/Question 4:



Classification: \_\_\_\_\_

Explanation: \_\_\_\_\_

### Task/Question 5:



Classification: \_\_\_\_\_

Explanation: \_\_\_\_\_

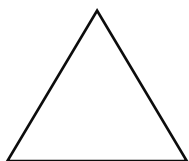
## Activity No.11: Triangle Classification Challenge (Extension)

**Duration:**5 minutes

### Instructions:

1. Examine each quadrilateral with more complexity.
2. Analyze side lengths and angles to determine the classification: equilateral, isosceles, or scalene.

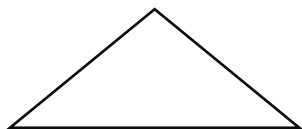
#### Task/Question 1:



Classification: \_\_\_\_\_

Explanation: \_\_\_\_\_

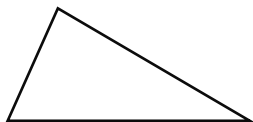
#### Task/Question 2:



Classification: \_\_\_\_\_

Explanation: \_\_\_\_\_

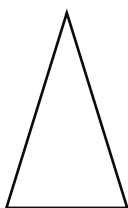
#### Task/Question 3:



Classification: \_\_\_\_\_

Explanation: \_\_\_\_\_

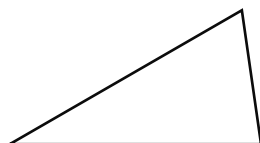
#### Task/Question 4:



Classification: \_\_\_\_\_

Explanation: \_\_\_\_\_

#### Task/Question 5:



Classification: \_\_\_\_\_

Explanation: \_\_\_\_\_

# LEARNING ACTIVITY SHEET

<b>Learning Area:</b>	<b>Mathematics 4</b>	<b>Quarter:</b>	<b>1</b>
<b>Week:</b>	<b>2</b>	<b>Day:</b>	<b>5</b>
<b>Lesson Title/ Topic:</b>	<b>Classifying Quadrilaterals by Angles</b>		
<b>Name:</b>		<b>Grade &amp; Section:</b>	<b>4</b>

## Activity No. 12: Classifying Quadrilaterals by Angles

### Objectives:

1. To identify and classify quadrilaterals based on their angle properties.
2. To reinforce understanding of the characteristics of different quadrilaterals.
3. To practice labeling and categorizing shapes.

**Materials Needed:** Worksheet, Pencils or pens.

**Duration:** 5 minutes.

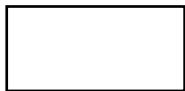
**Instructions:** Look at each quadrilateral image. Identify the type of quadrilateral it represents (square, rectangle, parallelogram, or trapezoid). Label the angles with their corresponding names.

### Task/Question 1:



Label the angles: \_\_\_\_\_  
Type: \_\_\_\_\_

### Task/Question 2:



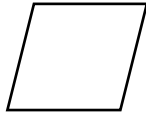
Label the angles: \_\_\_\_\_  
Type: \_\_\_\_\_

### Task/Question 3:



Label the angles: \_\_\_\_\_  
Type: \_\_\_\_\_

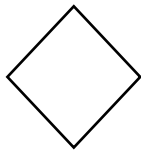
**Task/Question 4:**



Label the angles: \_\_\_\_\_

Type: \_\_\_\_\_

**Task/Question 5:**



Label the angles: \_\_\_\_\_

Type: \_\_\_\_\_