

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!*)

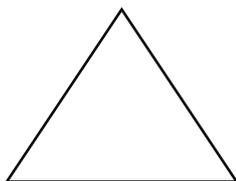
Activity No. 2: IDENTIFY MY ANGLES AND SIDES

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

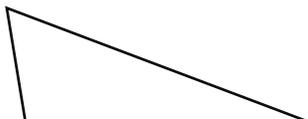
$\angle A$: _____ degrees

$\angle B$: _____ degrees

$\angle C$: _____ degrees

Task/Question 2:

Triangle B:



Type of Triangle: _____

Side A: _____ mm

Side B: _____ mm

Side C: _____ mm

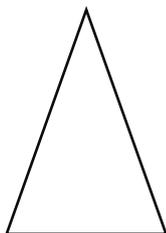
$\angle A$: _____ degrees

$\angle B$: _____ degrees

$\angle C$: _____ degrees

Task/Question 3:

Triangle C:



Type of Triangle: _____

Side A: _____ mm

Side B: _____ mm

Side C: _____ mm

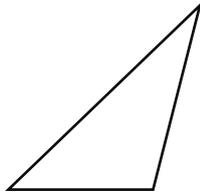
$\angle A$: _____ degrees

$\angle B$: _____ 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):

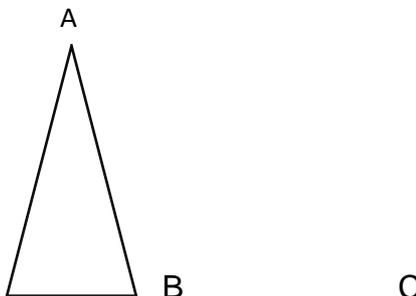
Create your own triangle example. Label the sides and angles. Identify the type of triangle.

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.

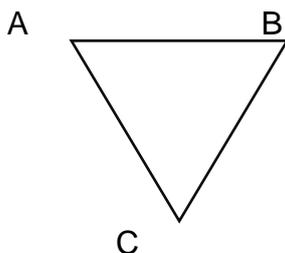
Task/Question 1:



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

Triangle Type: _____

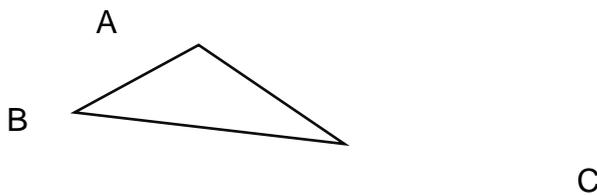
Task/Question 2:



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

Triangle Type: _____

Task/Question 3:

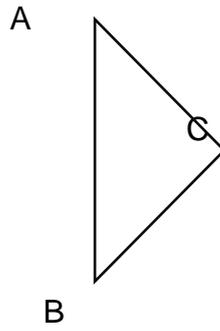


Side A: _____ mm Side B: _____ mm Side C: _____ mm

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

Triangle Type: _____

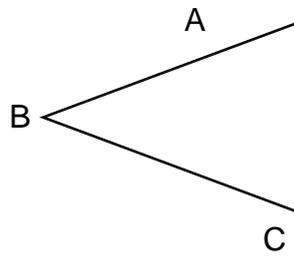
Task/Question 4:



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

Triangle Type: _____

Task/Question 5:



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

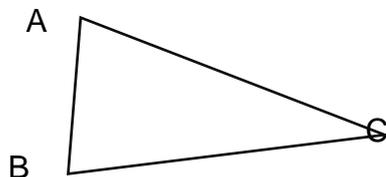
Triangle Type: _____

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: _____

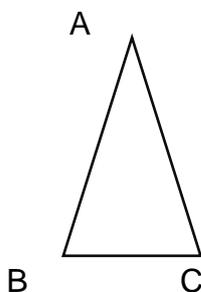
$\angle A$: _____ degrees

$\angle B$: _____ degrees

$\angle C$: _____ degrees

Triangle Type: _____

Task/Question 2:



Side A: _____

Side B: _____

Side C: _____

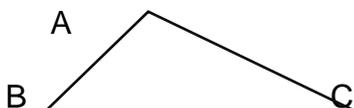
$\angle A$: _____ degrees

$\angle B$: _____ degrees

$\angle C$: _____ degrees

Triangle Type: _____

Task/Question 3:



Side A: _____

Side B: _____

Side C: _____

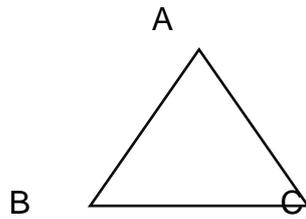
$\angle A$: _____ degrees

$\angle B$: _____ degrees

$\angle C$: _____ degrees

Triangle Type: _____

Task/Question 4:



Side A: _____

Side B: _____

Side C: _____

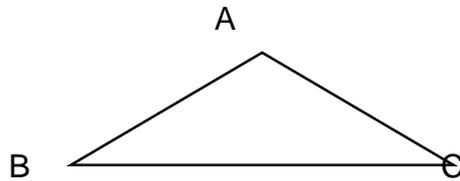
$\angle A$: _____ degrees

$\angle B$: _____ 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

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

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.

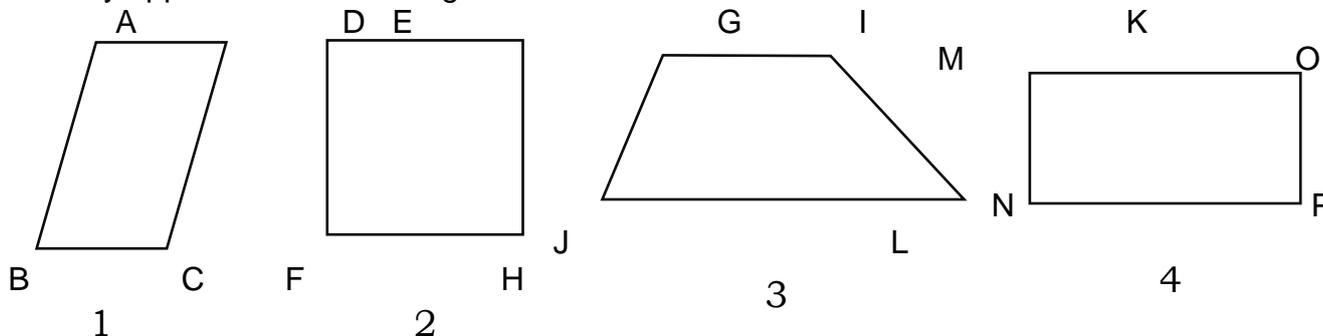
Trapezoid:

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

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

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

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

Activity No. 9: Shape Identification and Explanation

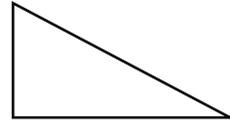
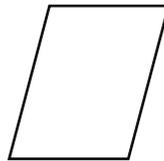
Duration: 5 minutes

Instructions:

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

Task/Question 1:

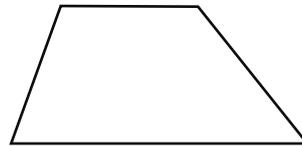
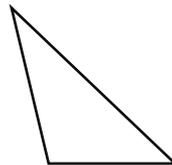
Triangle:



Explanation:

Task/Question 2:

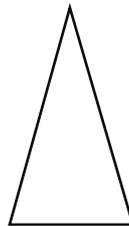
Quadrilateral:



Explanation:

Task/Question:

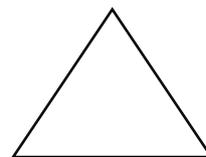
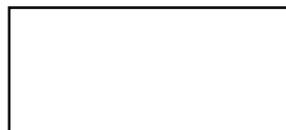
Triangle:



Explanation:

Task/Question 4:

Quadrilateral:



Explanation:

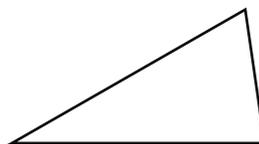
Activity No.10: Triangle Types Exploration

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: _____

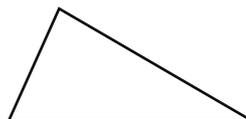
Task/Question 2:



Classification: _____

Explanation: _____

Task/Question 3:



Classification: _____

Explanation: _____

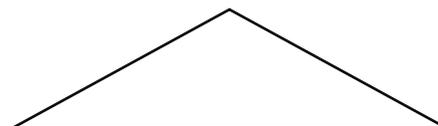
Task/Question 4:



Classification: _____

Explanation: _____

Task/Question 5:



Classification: _____

Explanation: _____

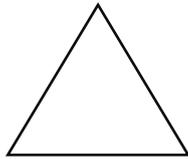
Activity No.11: Triangle Classification Challenge (Extension)

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.

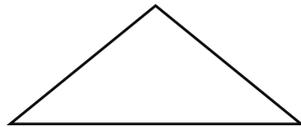
Task/Question 1:



Classification: _____

Explanation: _____

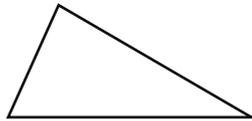
Task/Question 2:



Classification: _____

Explanation: _____

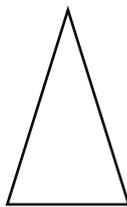
Task/Question 3:



Classification: _____

Explanation: _____

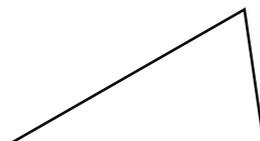
Task/Question 4:



Classification: _____

Explanation: _____

Task/Question 5:



Classification: _____

Explanation: _____

LEARNING ACTIVITY SHEET

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

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.

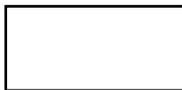
Instructions: Look at each quadrilateral image. Identify the type of quadrilateral it represents (square, rectangle, parallelogram, or trapezoid). Label the angles with their corresponding names.

Task/Question 1:



Label the angles: _____
Type: _____

Task/Question 2:



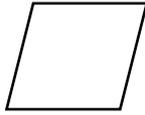
Label the angles: _____
Type: _____

Task/Question 3:



Label the angles: _____
Type: _____

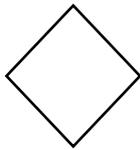
Task/Question 4:



Label the angles: _____

Type: _____

Task/Question 5:



Label the angles: _____

Type: _____