

4

Learning Activity Sheet for Mathematics

Quarter 3

Lesson

1

Worksheet for Mathematics Grade 4
Quarter 3: Lesson 1 (Week 1)
SY 2024-2025

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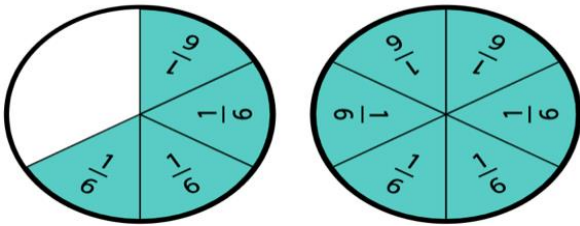
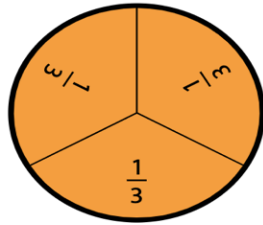
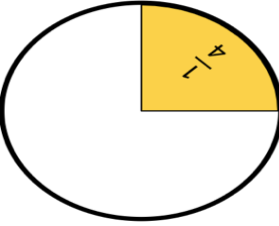
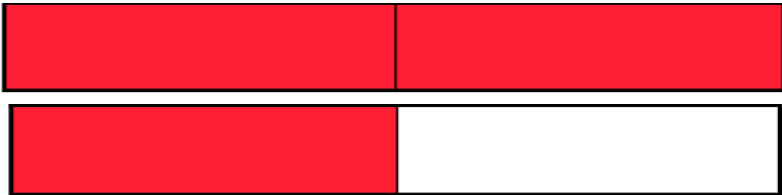



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LEARNING ACTIVITY SHEET

| | | | |
|-----------------------------|---|-----------------------------|---|
| Learning Area: | Mathematics | Quarter: | 3 |
| Lesson No.: | 1 | Date: | |
| Lesson Title/ Topic: | Modelling Dissimilar Fractions with Denominators up to 10 | | |
| Name: | | Grade & Section: | |

- I. Activity No.1:** Modelling Dissimilar Fractions with Denominators up to 10
- II. Objective(s):** Represent dissimilar fractions, with denominators up to 10, using models.
- III. Materials Needed:** ruler, protractor, pen, coloring materials
- IV. Instructions:** Complete the table below. For numbers 1 -3, illustrate each set of fractions by drawing any of the following: (a) fraction bars/strips, (b) fraction discs/circles, (c) number lines. For numbers 4 -5, given the fraction models, name the set of dissimilar fractions.

| No | Dissimilar Fractions | Fraction Model |
|----|----------------------|----------------|
| 1 | $\frac{8}{6}$ | |
| | $\frac{2}{3}$ | |
| | $\frac{7}{9}$ | |
| 2 | $\frac{3}{2}$ | |
| | $\frac{6}{8}$ | |
| 3 | $1\frac{1}{4}$ | |
| | $\frac{2}{2}$ | |
| | $\frac{1}{5}$ | |

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LEARNING ACTIVITY SHEET

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|-----------------------------|--------------------------------|-----------------------------|---|
| Learning Area: | Mathematics | Quarter: | 3 |
| Lesson No.: | 1 | Date: | |
| Lesson Title/ Topic: | Modelling equivalent fractions | | |
| Name: | | Grade & Section: | |

- I. Activity No.2:** Modelling Equivalent Fractions
- II. Objective(s):** Generate equivalent fractions using models.
- III. Materials Needed:** ruler, protractor, pen, coloring materials
- IV. Instructions:** Choose from the box the fraction/s equivalent to the given fraction. Then, draw each of them using either fraction strips/bars, fraction disks/circle, or number line. Use the table provided to organize your answers.

| | | | | | |
|---------------|----------------|-----------------|----------------|---------------|---------------|
| $\frac{3}{2}$ | $\frac{8}{10}$ | $\frac{10}{12}$ | $\frac{3}{12}$ | $\frac{4}{6}$ | $\frac{1}{4}$ |
|---------------|----------------|-----------------|----------------|---------------|---------------|

| No. | Fraction Model to be used | Given Fraction | Equivalent Fraction |
|-----|---------------------------|-------------------------|---------------------|
| 1 | Fraction disks/circles | $\frac{2}{3}$ Model: | Model: |
| 2 | Fraction bars/strips | $\frac{5}{6}$ Model: | Model: |

| | | | |
|---|----------------------|-------------------------|---------------------------|
| 3 | Number line | $\frac{4}{5}$ Model: | <u> </u> Model: |
| 4 | Fraction bars/strips | $\frac{2}{8}$ Model: | <u> </u> Model: |
| 5 | Number line | $\frac{6}{4}$ Model: | <u> </u> Model: |

LEARNING ACTIVITY SHEET

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|-----------------------------|---|-----------------------------|---|
| Learning Area: | Mathematics | Quarter: | 3 |
| Lesson No.: | 1 | Date: | |
| Lesson Title/ Topic: | Modelling Dissimilar Fractions with Denominators up to 10 Modelling equivalent fractions | | |
| Name: | | Grade & Section: | |

- I. Activity No.3:** Modelling Dissimilar Fractions and Modelling Equivalent Fractions
- II. Objective(s):** At the end of the activity, the pupils should be able to:
- represent dissimilar fractions, with denominators up to 10, using models; and
 - generate equivalent fractions using models.
- III. Materials Needed:** Ruler, protractor, pen, coloring materials
- IV. Instructions:** Draw/model the fractions using fraction bars/strips, fraction circles/disks, and number lines. Then, determine whether these fractions are equivalent or not. Put a check (/) if the fractions are equivalent and (x) if they are not.

| No. | Fraction | Fraction Model | Equivalent/ Not Equivalent |
|-----|----------------|------------------------------|-------------------------------|
| 1 | $\frac{2}{12}$ | Using Fraction Circles/Disks | |
| | $\frac{3}{8}$ | | |
| | $\frac{6}{5}$ | | |
| 2 | $\frac{7}{10}$ | Using Fraction Strips/Bars | |
| | $\frac{4}{5}$ | | |
| | $\frac{9}{12}$ | | |

| | | | |
|---|---|------------------------------|--|
| 3 | $\frac{4}{3}$ $\frac{8}{6}$ | Using Number Line | |
| 4 | $\frac{10}{15}$ $\frac{2}{3}$ $\frac{4}{6}$ | Using Number Line | |
| 5 | $\frac{3}{6}$ $\frac{3}{8}$ $\frac{3}{2}$ | Using Fraction Disks/Circles | |