

# Learning Activity Sheet for Mathematics 5

Quarter 2

Lesson

8

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## **Learning Activity Sheet for Mathematics Grade 5**

### **Quarter 2: Lesson 8**

**SY 2025-2026**

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## LEARNING ACTIVITY SHEET

|                             |                                    |                             |                         |
|-----------------------------|------------------------------------|-----------------------------|-------------------------|
| <b>Learning Area:</b>       | Mathematics 5                      | <b>Quarter:</b>             | 2 <sup>nd</sup> Quarter |
| <b>Lesson No.:</b>          |                                    | <b>Date:</b>                |                         |
| <b>Lesson Title/ Topic:</b> | <b>Prime and Composite Numbers</b> |                             |                         |
| <b>Name:</b>                |                                    | <b>Grade &amp; Section:</b> |                         |

### I. Activity No. 1: Identifying Prime and Composite Numbers using Arrays

### II. Objective(s):

- Use models to illustrate concepts of prime and composite numbers.

### III. Materials Needed:

Paper, Pencil or Pen

### IV. Instructions:

- A.** Determine whether the following numbers are **PRIME** and **COMPOSITE** using arrays.  
Write **P** if the number is prime and **C** if it is composite. (5 points each)

|                                              |                                              |
|----------------------------------------------|----------------------------------------------|
| ___ 1. 26<br>Factors: _____<br>Arrays: _____ | ___ 2. 23<br>Factors: _____<br>Arrays: _____ |
| ___ 3. 43<br>Factors: _____<br>Arrays: _____ | ___ 4. 34<br>Factors: _____<br>Arrays: _____ |
| ___ 5. 45<br>Factors: _____<br>Arrays: _____ | ___ 6. 37<br>Factors: _____<br>Arrays: _____ |

**B.** Determine the number that is being described. Write your answer on the space provided. (1 point each)

- \_\_\_\_ 1. The prime number between 6 and 10.
- \_\_\_\_ 2. The composite number between 15 and 20 that is divisible by 9.
- \_\_\_\_ 3. The product of the smallest prime number and the smallest composite number.
- \_\_\_\_ 4. The sum of all prime numbers less than 10.
- \_\_\_\_ 5. The difference between the prime number between 25 and 30 and the largest composite number less than 200.

## LEARNING ACTIVITY SHEET

|                             |                           |                             |                         |
|-----------------------------|---------------------------|-----------------------------|-------------------------|
| <b>Learning Area:</b>       | Mathematics 5             | <b>Quarter:</b>             | 2 <sup>nd</sup> Quarter |
| <b>Lesson No.:</b>          |                           | <b>Date:</b>                |                         |
| <b>Lesson Title/ Topic:</b> | <b>Divisibility Rules</b> |                             |                         |
| <b>Name:</b>                |                           | <b>Grade &amp; Section:</b> |                         |

**I. Activity No. 2: Identifying Prime and Composite Numbers using the Sieve of Eratosthenes**

**II. Objective(s):**

- a. Use Sieve of Eratosthenes to determine prime and composite numbers from 1 to 200.

**III. Materials Needed:**

Paper, Pencil or Pen, Crayons

**IV. Instructions:**

- A.** Identify all the prime numbers between 1 to 100 using the Sieve of Eratosthenes. (1 point each)

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 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  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

**PRIME NUMBERS:** \_\_\_\_\_

**B.** Refer to the Prime Numbers Chart that you just constructed. Determine the number that is being described on each item. (1 point each)

- \_\_\_\_ 1. What is the largest prime number between 1 and 100?
- \_\_\_\_ 2. What is the difference between the largest prime number and the smallest composite number?
- \_\_\_\_ 3. What is the only even prime number?
- \_\_\_\_ 4. What is the sum of all prime numbers between 70 and 80?
- \_\_\_\_ 5. What numbers are the only twin primes between 50 and 100?
- \_\_\_\_ 6. What is the sum of all prime numbers between 10 and 20?
- \_\_\_\_ 7. What is the difference between the largest prime number and the least composite number between 20 and 50?
- \_\_\_\_ 8. What is the sum of all twin primes that is in between 10 and 20?
- \_\_\_\_ 9. How many prime numbers are in between 50 and 100?
- \_\_\_\_ 10. What is the product of the least and largest prime numbers in between 1 and 100?

## LEARNING ACTIVITY SHEET

|                             |                           |                             |                         |
|-----------------------------|---------------------------|-----------------------------|-------------------------|
| <b>Learning Area:</b>       | Mathematics 5             | <b>Quarter:</b>             | 2 <sup>nd</sup> Quarter |
| <b>Lesson No.:</b>          |                           | <b>Date:</b>                |                         |
| <b>Lesson Title/ Topic:</b> | <b>Divisibility Rules</b> |                             |                         |
| <b>Name:</b>                |                           | <b>Grade &amp; Section:</b> |                         |

### I. Activity No. 3: Formative Assessment (30-minutes)

### II. Objective(s):

- a. Use models to illustrate concepts of prime and composite numbers.
- b. Use Sieve of Eratosthenes to determine prime and composite numbers from 1 to 200.

### III. Materials Needed:

Paper, Pencil or Pen

### IV. Instructions:

- A. Identify all the prime numbers between 1 to 200 using the Sieve of Eratosthenes. (1 point each)

|     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 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  |
| 41  | 42  | 43  | 44  | 45  | 46  | 47  | 48  | 49  | 50  | 51  | 52  | 53  | 54  | 55  | 56  | 57  | 58  | 59  | 60  |
| 61  | 62  | 63  | 64  | 65  | 66  | 67  | 68  | 69  | 70  | 71  | 72  | 73  | 74  | 75  | 76  | 77  | 78  | 79  | 80  |
| 81  | 82  | 83  | 84  | 85  | 86  | 87  | 88  | 89  | 90  | 91  | 92  | 93  | 94  | 95  | 96  | 97  | 98  | 99  | 100 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 | 130 | 131 | 132 | 133 | 134 | 135 | 136 | 137 | 138 | 139 | 140 |
| 141 | 142 | 143 | 144 | 145 | 146 | 147 | 148 | 149 | 150 | 151 | 152 | 153 | 154 | 155 | 156 | 157 | 158 | 159 | 160 |
| 161 | 162 | 163 | 164 | 165 | 166 | 167 | 168 | 169 | 170 | 171 | 172 | 173 | 174 | 175 | 176 | 177 | 178 | 179 | 180 |
| 181 | 182 | 183 | 184 | 185 | 186 | 187 | 188 | 189 | 190 | 191 | 192 | 193 | 194 | 195 | 196 | 197 | 198 | 199 | 200 |

**PRIME NUMBERS:** \_\_\_\_\_

**Steps:**

1. Put an (x) on number 1.
2. Color the number 2 **yellow**. Color all multiples of 2 **red**.
3. Color the number 3 **yellow**. Color all multiples of 3 **red**.
4. Color the number 5 **yellow**. Color all multiples of 5 **red**.
5. Color the number 7 **yellow**. Color all multiples of 7 **red**.
6. Color the number 11 **yellow**. Color all multiples of 11 **red**.
7. Color the number 13 **yellow**. Color all multiples of 13 **red**.
8. Color all unmarked numbers with **yellow**.

**B.** Refer to the Prime Numbers Chart that you just constructed. Determine the number that is being described on each item. (1 point each)

- \_\_\_\_ 1. How many prime numbers are there between 1 and 200?
- \_\_\_\_ 2. What is the largest prime number between 1 and 200?
- \_\_\_\_ 3. What is the least twin prime numbers between 100 and 200?
- \_\_\_\_ 4. What is the largest twin prime numbers between 100 and 200?
- \_\_\_\_ 5. What is the difference between the largest prime number and the least composite number in between 1 to 200?
- \_\_\_\_ 6. How many prime numbers are there between 100 and 200?
- \_\_\_\_ 7. How much more is the largest prime number than the least prime number between 100 and 200?
- \_\_\_\_ 8. What is the sum of all prime numbers between 100 and 110?
- \_\_\_\_ 9. What is the only prime number between 140 and 150?
- \_\_\_\_ 10. How many pairs of twin prime numbers are there in between 100 and 200?

**V. Synthesis/Extended Practice/Differentiation (if needed):**