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# Learning Activity Sheet for TLE

Quarter 4

Lesson

2

**Learning Activity Sheet for TLE Grade 8**  
**Quarter 4: Lesson 2 (Week 2)**  
**SY 2025-2026**

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# LEARNING ACTIVITY SHEET

<b>Learning Area:</b>	TLE 8	<b>Quarter:</b>	4
<b>Lesson No.:</b>	2	<b>Date:</b>	
<b>Lesson Title/Topic:</b>	Consumables in construction services, electronics-electrical services, and automotive and small-engine Consumable materials in woodworking, masonry, and construction painting.		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

## I. Activity No.1: Hands-On Exploration (15-20minutes)

**II. Objective(s):** Through hands-on exploration, identify the common construction materials used in woodworking, masonry, and construction painting.

## III. Materials Needed:

- Woodworking Materials (Wood, Nails, Shellac/Varnish, etc.)
- Masonry Materials (Sand, Gravel/Stone, Bricks/Concrete Hollow Block)
- Construction Painting Materials (Paints any color)

## IV. Instructions:

- You will be divided into small groups.
- There are exploration stations for each construction material category: woodworking, masonry, and construction painting.
- Each station is provided with different materials.
- Examine each material's characteristics using the observation sheet provided, such as appearance, texture, durability/strength, workability, and smell.
- After you explore each station, you will be given 10 minutes to work in your group and finalize your observation sheet.
- Share the group's observations, insights, and experiences from the hands-on exploration activity.
- A rubric for the presentation is provided.

Observation Sheet		
Materials	Characteristics	How could it be recycled?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

▪ **Rubric for Presentation**

Criteria	Sophisticated (5 points each)	Competent (4 points each)	Not Yet Competent (3 points each)	Score
Content	The content is thorough and accurate, demonstrating a deep understanding of the topic. It includes all relevant information and examples.	The content has two mistakes but needs to be more accurate and demonstrate a good understanding of the topic. It includes the most relevant information and examples.	The content is accurate but may lack depth or clarity. It includes only three relevant information and examples.	
Explanation	The explanations are all clear and concise and effectively convey the main points. They demonstrate a solid ability to articulate ideas and concepts.	The explanations are mostly clear and convey the main points adequately. They demonstrate a good ability to articulate ideas and concepts.	The explanations are unclear or may lack coherence. They convey the main points but may require additional clarification.	
Reflection	The reflection demonstrates deep insight and critical thinking. It effectively connects personal experiences or observations to broader concepts or implications.	The reflection demonstrates some insight and critical thinking. It connects personal experiences or observations to broader concepts or implications to some extent.	The reflection is superficial and may lack depth or critical analysis. It attempts to connect personal experiences or observations to broader concepts or implications.	

**V. Synthesis/Extended Practice/Differentiation**

- Work on a small-scale construction project using the materials you explored during the hands-on activity. For example, you can build a simple wooden structure, create a miniature masonry wall, or paint a small surface using different painting techniques.

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<b>Lesson No.:</b>	2	<b>Date:</b>	
<b>Lesson Topic:</b>	Consumables in construction services, electronics-electrical services, and automotive and small-engine Common construction materials (Plumbing, Metal Works, Tile Setting)		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

**I. Activity No. 2: Material Identification Game (15-20minutes)**

**II. Objective(s):** Identify the different consumable materials used in plumbing, metal works, and tile settings through a fun and interactive game.

**III. Materials Needed:**

- Samples of consumable materials in plumbing, metal works, and tile settings
- Blindfold (optional)
- Large poster boards or cards labeled with categories (plumbing, metal works, tile setting)
- Markers







**IV. Instructions:**

- You will be divided into small into small teams (3-4 students per team).
- Each team will take turns selecting a material from the display area.
- The team must identify and place the material under the correct category (plumbing, metal works, or tile setting) on the poster board or card.
- The game will allow the first team to select a material.
- The team member can either visually inspect the material or, if desired, be blindfolded and allowed to feel the material to guess its type.
- Once the team identifies the material, they place it under the corresponding category on the poster board or card.
- Continue rotating through teams until all materials have been identified and categorized.
- The score will depend on the number of correct answers in each group.

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

**Identification:** Identify the consumable materials in plumbing, metal works, and tile settings. In two sentences, describe how each material is used in plumbing, metal works, and tile settings. If you get the correct name of the materials and proper usage, you will get 2 points. However, if you only got the name and failed to give usage or got correct usage, you only got 1 point. You would get no points if you got only usage and could not name the material. Note: Give a specific name for each material.

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Material	Usage
1. 	
2. 	
3. 	
4. 	
5. 	
6. 	

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<b>Learning Area:</b>	TLE 8	<b>Quarter:</b>	4
<b>Lesson No.:</b>	2	<b>Date:</b>	
<b>Lesson Title/Topic:</b>	Consumables in construction services, electronics-electrical services, and automotive and small-engine. - Consumable Materials in Electrical and Electronic		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

**I. Activity No. 3: Circuit Building Challenge (15-20minutes)**

**II. Objective(s):** Engage in a hands-on circuit-building challenge using electrical and electronic consumable materials.

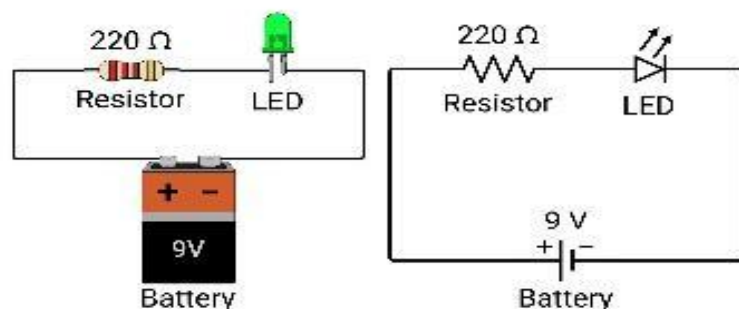
**III. Tools and Materials Needed:**

Materials	Tools
Breadboards	Wire Stripper
Assorted resistors	Combination Pliers
Capacitors	Longnose Pliers
LEDs	Multi-Tester
Jumper wires	
Battery packs with AA batteries	
Safety goggles	

**IV. Instructions:**

- You will be divided into small groups and given the materials to each group.
- Each group must build a simple circuit with an LED, resistor, and capacitor powered by a battery pack.
- You must connect the components on the breadboard to create a functional circuit that lights up the LED.
- You are encouraged to experiment and problem-solve as you work to connect the components and troubleshoot any issues.
- After completing your circuits, you must test them by connecting the battery pack and observing whether the LED lights up.
- Seek assistance from your teacher or suggestions as needed.

See the sample circuit:



**V. Synthesis/Extended Practice/Differentiation**

**Reflection Paper:** In a  $\frac{1}{2}$  crosswise, write a short reflection paper.

1. Share your experiences, successes, and challenges during the activity.
2. Discuss what you learned about circuit building and the role of electrical and electronic consumable materials in creating functional circuits.



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<b>Lesson Title/Topic:</b>	Consumables in construction services, electronics-electrical services, and automotive and small-engine. - Consumable Materials Automotive and Small Engine		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

**I. Activity No. 4: Interactive Component Identification Game (15-20minutes)**

**II. Objective(s):** Identify automotive and small engine components and foster an understanding of their functions and importance.

**III. Tools and Materials Needed:**

- Printed images or diagrams of automotive and small engine components (prepared in advance), Blank index cards, Markers or pens

**IV. Instructions:**

- You will be divided into small groups and given the materials to each group.
- Printed images or diagrams of automotive and small engine components will be distributed to each group.
- Study the images and identify as many components as you can.
- Write down the names of the components you identified on the index cards.
- You are encouraged to collaborate and discuss your observations to identify the components.
- The group will share the list of identified components with the class.
- Discuss the functions and importance of each component, emphasizing their role in vehicle maintenance and operation.
- The points will depend on the number of correct answers.

**V. Synthesis/Extended Practice/Differentiation**

Using a Venn diagram, illustrate the similarities and differences between automotive and small engine consumable materials.

