3

NATIONAL LEARNING CAMP

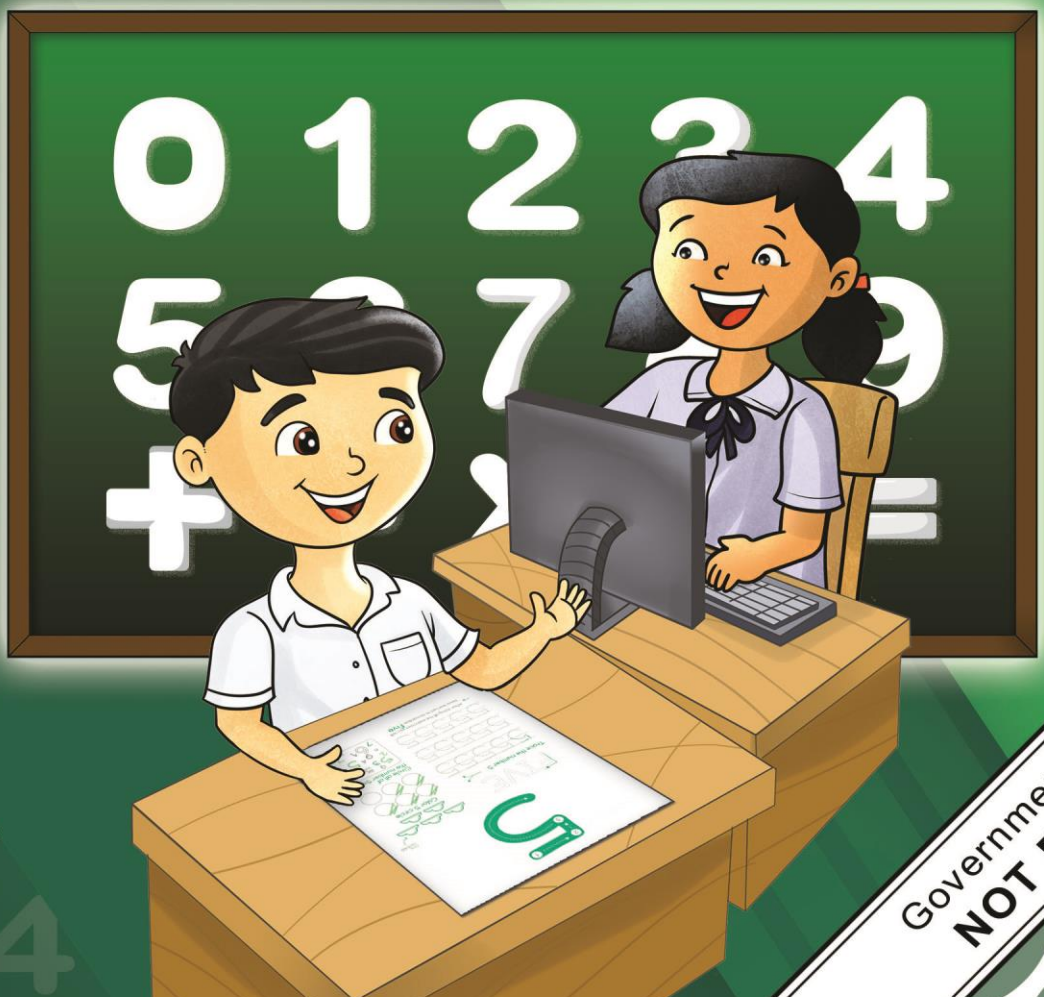
DepED DEPARTMENT OF EDUCATION

Mathematics

Intervention Camp

Learner's Workbook

(English Version)



Intervention Learning Camp

Learner's Workbook
(English Version)

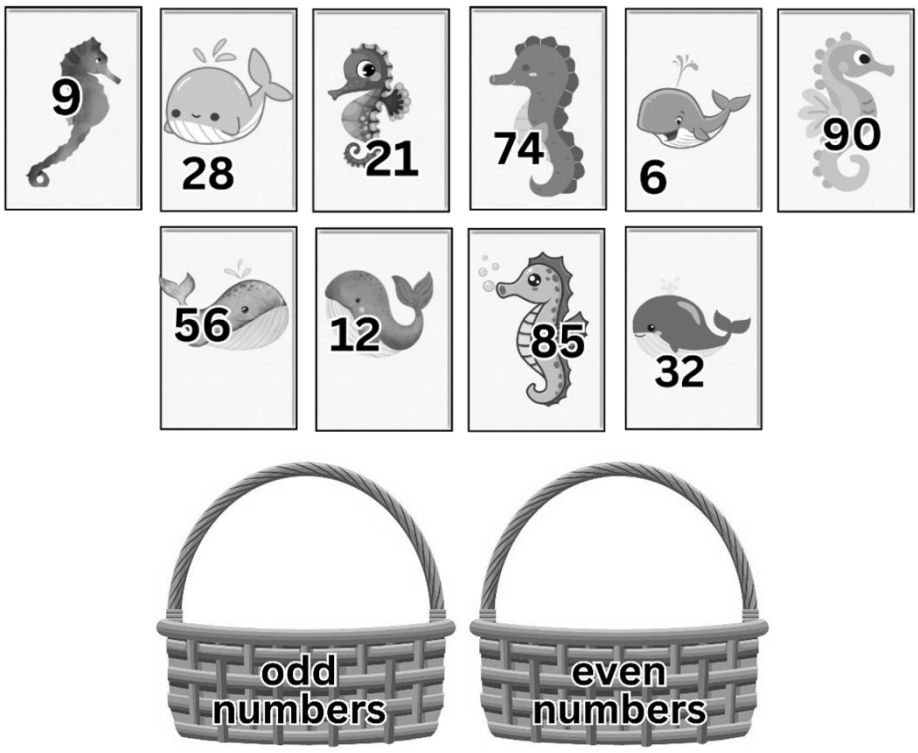
Mathematics Grade 3

Table of Contents

Mathematics Grade 3 Worksheet #1
Identifying Odd and Even Numbers

Component 1: Lesson Short Review
Time: 5 mins

Under the Sea: Whales and Seahorses Game
Directions:
- Form 5 groups with 7 members in each group.
- Each group will be given baskets with different number cards.
- Sort the numbers.



- What have you noticed about the numbers you piled up on odd numbers?
- Where do these odd numbers end?
- What have you noticed about the numbers you piled up on even numbers?
- Where do these even numbers end?

Component 2: Lesson Purpose
Time: 5 mins

Find in the word search puzzle the eight (8) words that relate to determining odd and even numbers.

T S D I V I S I O N H W E X P
V Q V X H B E V E N N E S S A
E N M G R O U P I N G T I P T
M Q Y G R X V F T B W E I K T
M U L T I P L I C A T I O N E
G Z D Y M V D W N S J Q B W R
X O B U S U B T R A C T I O N
K Q N T I H P A I R I N G M S
N V R X M O Z K I K M A Z B D
B U A W N H B A D D I T I O N

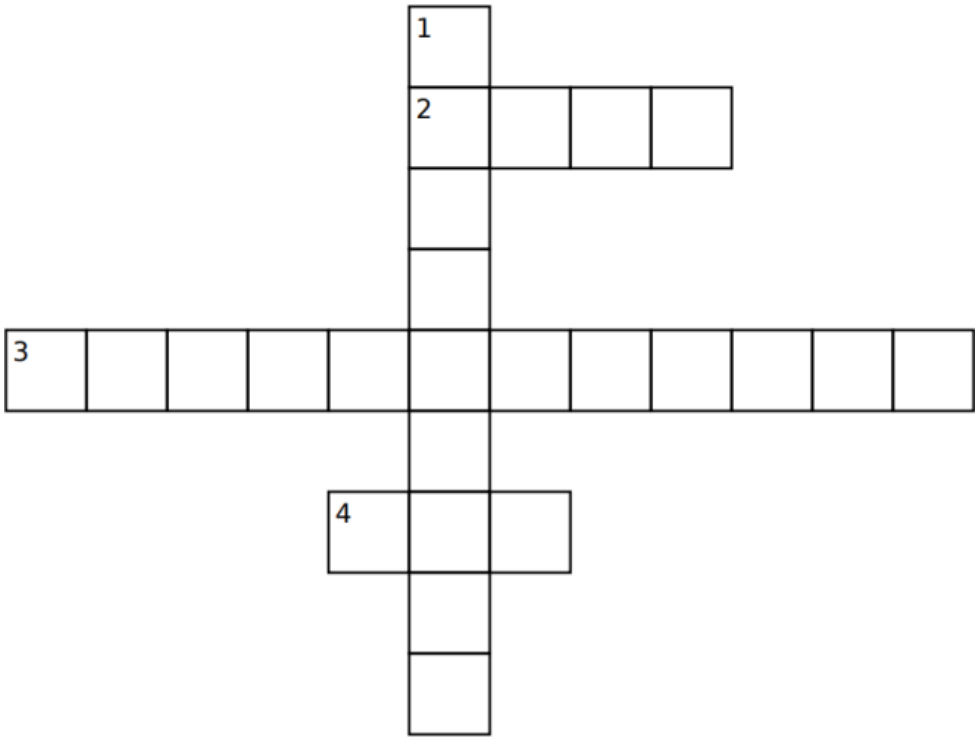
subtraction	multiplication	division
addition	Grouping	pairing
evenness	patterns	

.

Component 3: Lesson Language Practice

Time: 5 mins

Panuto: Buuin ang ang Crossword Puzzle sa pamamagitan ng pagsagot sa mga tasalitaan.



Down

1. The number that is left after you divide

Across

2. number that ends in 0, 2, 4, 6, 8
3. number that goes evenly (with no remainder) into a number
4. number that ends 1, 3, 5, 7, 9

Component 4: Lesson Activity

Time: 25 mins.

Activity 4A:

Read carefully the situation below. Answer the following questions.

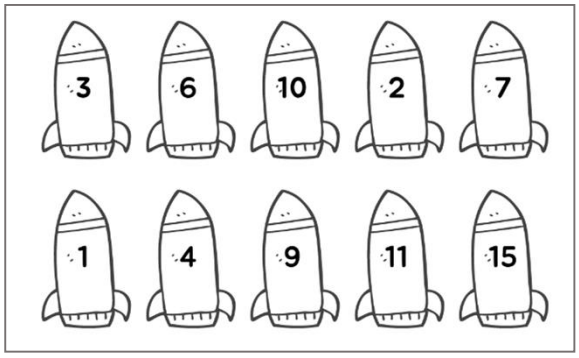
> Carl and his friend baked 11 cookies for their snacks. How can they share equally?

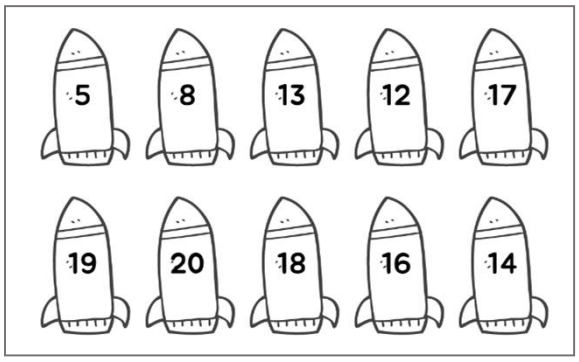
-How many cookies did Carl and his friend baked?
-Do you think you will get an equal number of cookies?
Why or why not?

-Do you think the skills of identifying an odd and even numbers help you decide in baking cookies? What should they do so that they will get the same number of cookies?

Try these out!

Stand up if the number called out is even and stay seated if it's odd. Ready ….set…. go





Activity 4B:

Number Shuffle Game!

Directions: Form a big circle. Listen to the number that the teacher will say as a starting number (e.g., 10). Each learner counts up or down by 2, saying the next number aloud. Learners who say an odd number are out. The last player standing wins.

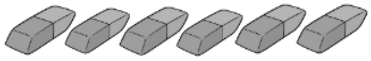
Starting Numbers

1. 28 2. 56 3. 72 4. 80 5. 94

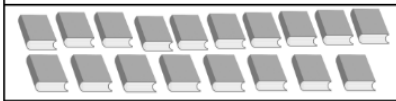
Activity 4C:
Count me In!

Directions:

- Count the number of items in each set. Write if it is odd or even. Then get the total of all the items. Identify if is an odd or even.

	Number of Items	Odd or Even
		
		
Total		

	Number of Items	Odd or Even
		
		
Total		

	Number of Items	Odd or Even
		
		
Total		

	Number of Items	Odd or Even
		
		
Total		

Component 5: Lesson Conclusion
Time: 5 mins

Read the following questions carefully. Write the answer in the space provided.

1. What is an even number?
2. What is an odd number?
3. If numbers are grouped according to qualities, should people be grouped based on qualities too? Why or why not?

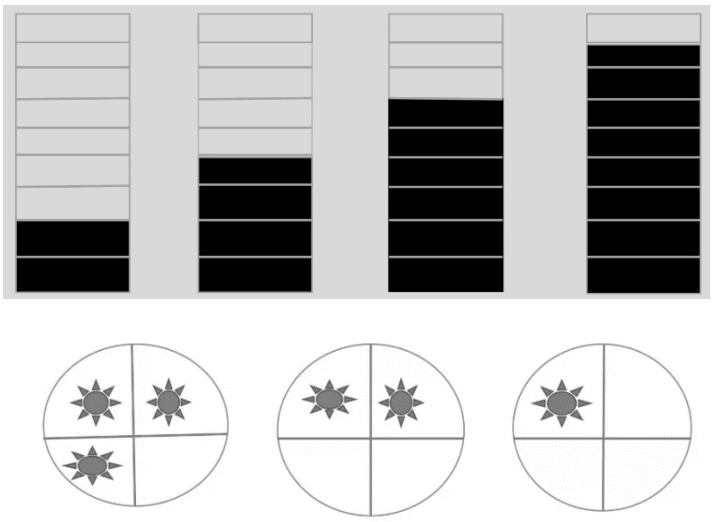
Mathematics Grade 3 Worksheet #2
Represents, compares and arranges dissimilar fractions in increasing or decreasing order

Component 1: Lesson Short Review
Time: 5 mins

- Compare: $\frac{5}{12}$ and $\frac{17}{12}$ using <, > or =.

Component 2: Lesson Purpose
Time: 5 mins.

Let the learners identify the fraction (The numerator or the numbers of part being taken and the denominator or the number of equal parts into which the whole is divided).
Look at the picture.



1. What have you noticed on the fractions? (about numerators and denominators)
2. What have you noticed in their arrangement?

Component 3: Lesson Language Practice
Time: 5 mins

A.

Direction: Order the following similar fractions below in increasing and decreasing orders.

1. $\frac{12}{15}, \frac{7}{15}, \frac{3}{15}, \frac{9}{15}, \frac{5}{15}$

Increasing Order:

Decreasing Order:

2. $\frac{2}{20}, \frac{10}{20}, \frac{5}{20}, \frac{15}{20}, \frac{17}{20}$

Increasing Order:

Decreasing Order:

4. $\frac{10}{18}, \frac{5}{18}, \frac{7}{18}, \frac{14}{18}, \frac{6}{18}$

Increasing Order:

Decreasing Order:

5. $\frac{1}{8}, \frac{7}{8}, \frac{6}{8}, \frac{3}{8}, \frac{5}{8}$

Increasing Order:

Decreasing order:

2. How will you arrange the fractions from lightest to heaviest? Heaviest to lightest?

B. Arrange $\frac{3}{4}$. $\frac{5}{8}$. $\frac{11}{12}$ in ascending order (from least to greatest).

Component 4: Lesson Activity
Time: 25 mins

Component 4A: Reading the Text

Read and understand the problem.

Maria and her mother went to the market. She helped her in buying the following ingredients: $\frac{3}{4}$ kilogram of chicken, $\frac{1}{2}$ kilogram of papaya, $\frac{1}{4}$ kilogram of ginger and $\frac{1}{8}$ kilogram of onions.

Component 4B

1. What recipe do you think Maria's mother plans to cook?
2. Do you also help your mother at home? How?
3. What household chores do you do to help your mother?
4. If we are going to arrange the ingredients from heaviest to lightest, which should come first? second? third? fourth? Why?

Component 4C

A. Arrange the group of fractions in decreasing order:

1. $\frac{5}{6}, \frac{4}{8}, \frac{3}{4}, \frac{1}{5}$

2. $\frac{2}{8}, \frac{3}{10}, \frac{1}{2}, \frac{3}{5}$

3. $\frac{1}{5}, \frac{1}{10}, \frac{1}{2}, \frac{1}{7}$

4. $\frac{3}{11}, \frac{15}{11}, \frac{9}{11}, \frac{5}{11}$

B. How do you arrange the fractions in ascending order: $\frac{3}{4}, \frac{4}{9}, \frac{5}{8}, \frac{1}{5}$?

Component 5: Lesson Conclusion

How do we arrange a set of fractions in increasing or decreasing order?

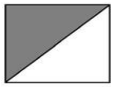
Mathematics Grade 3 Worksheet #3

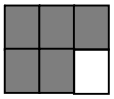
Visualizing and representing fractions that are equal to one and greater than one using regions, sets and number line.

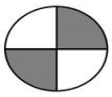
Component 1: Lesson Short Review
Time: 5 mins

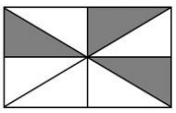
Name the fractional part of the shaded portion in each figure.
Write the letter of the correct answer in the space provided.

_____ 1. 
A. $\frac{1}{3}$ B. $\frac{2}{3}$ C. $\frac{3}{3}$ D. $\frac{4}{3}$

_____ 2. 
A. $\frac{1}{5}$ B. $\frac{1}{4}$ C. $\frac{1}{3}$ D. $\frac{1}{2}$

_____ 3. 
A. $\frac{1}{6}$ B. $\frac{2}{6}$ C. $\frac{3}{6}$ D. $\frac{5}{6}$

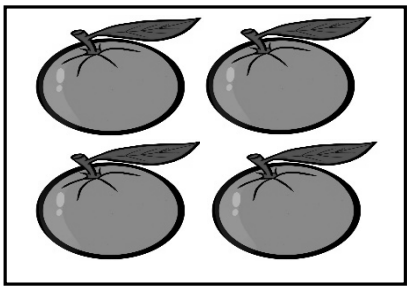
_____ 4. 
A. $\frac{4}{4}$ B. $\frac{3}{4}$ C. $\frac{2}{4}$ D. $\frac{1}{4}$

_____ 5. 
A. $\frac{3}{8}$ B. $\frac{3}{5}$ C. $\frac{5}{8}$ D. $\frac{5}{3}$

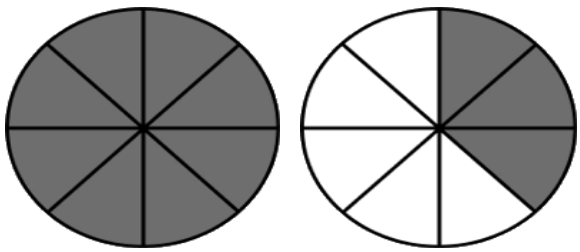
Component 2: Lesson Purpose
Time: 5 mins

Activity: Form grouped into 5.
Each group will be given puzzle pieces.
Work together to form the puzzle.

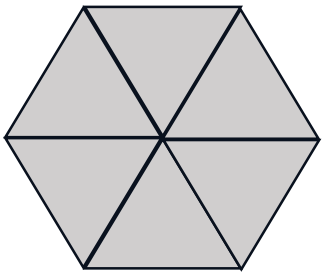
Group 1



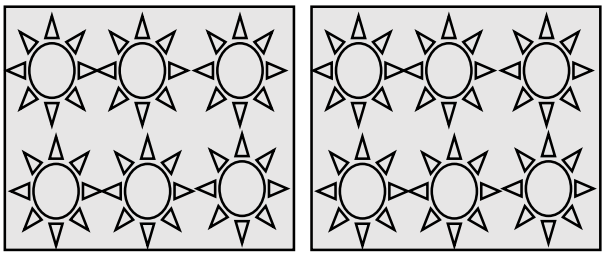
Group 2



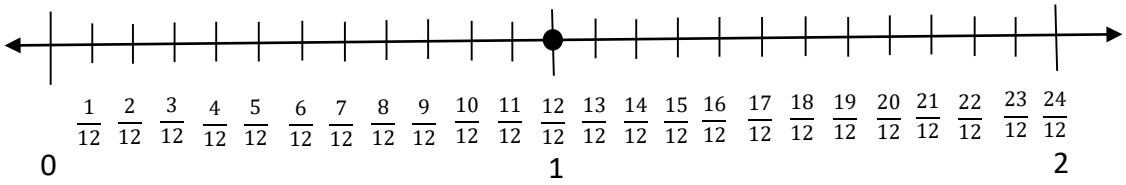
Group 3



Group 4



Group 5



Answer the following questions:

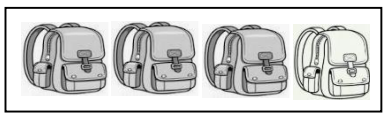
1. What is the fraction of the shaded portion of each figure, set, or number line?

2. From your answer, what can you say about the numerator and denominator of the fraction?

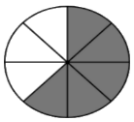
Component 3: Lesson Language Practice
Time: 5 mins

Activity: Arrange the jumbled letters to form the word that suits the given description and example.

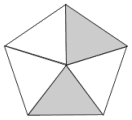
1. C R A N I F T O - is a part of a whole, a set or a number line.

Example:  

2. R N U E M R T O A - is a part being considered. It is the number above the line in a fraction.

Example:  $\frac{5}{8}$ ⟸

3. M E N O I D N T O R A - is the total number of parts which the whole is divided. It is the number below the line in a fraction.

Example:  $\frac{2}{5}$

4. ALQEU – being the same in quality, size, degree, or value.

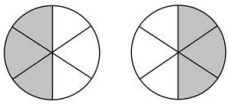
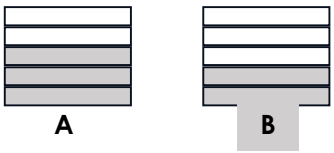
Example: 

Figure A has the same value as Figure B.

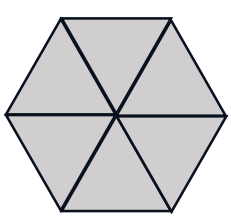
5. T R A E R G E – the number is more than the given limit.

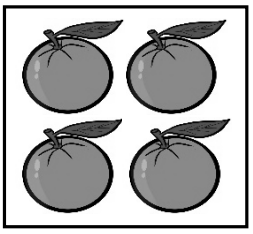
Example: 

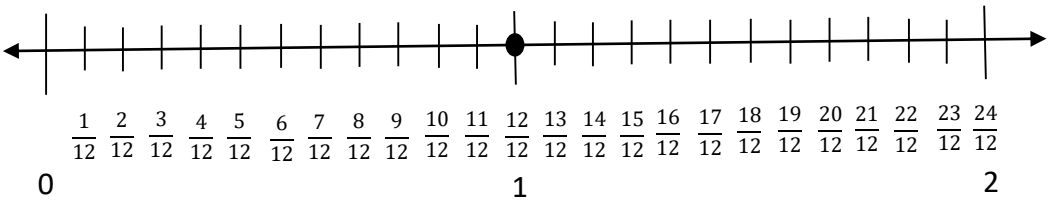
The number of shaded parts in Figure A is more than in Figure B.

Component 4: Lesson Activity
Time: 25 mins

Component 4A: Look at the following figure/ illustrations below.
Give the fraction in each figure.

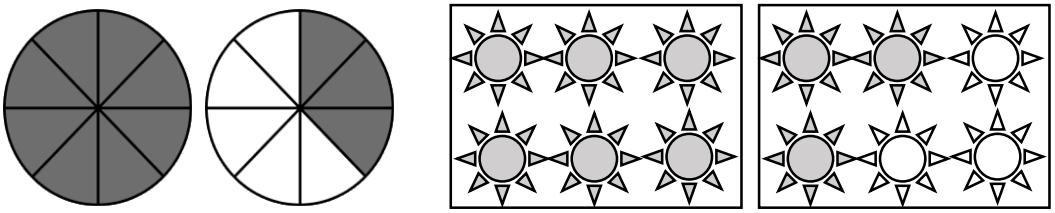






What have you noticed about the fraction illustrated in the given region, set, and number line?

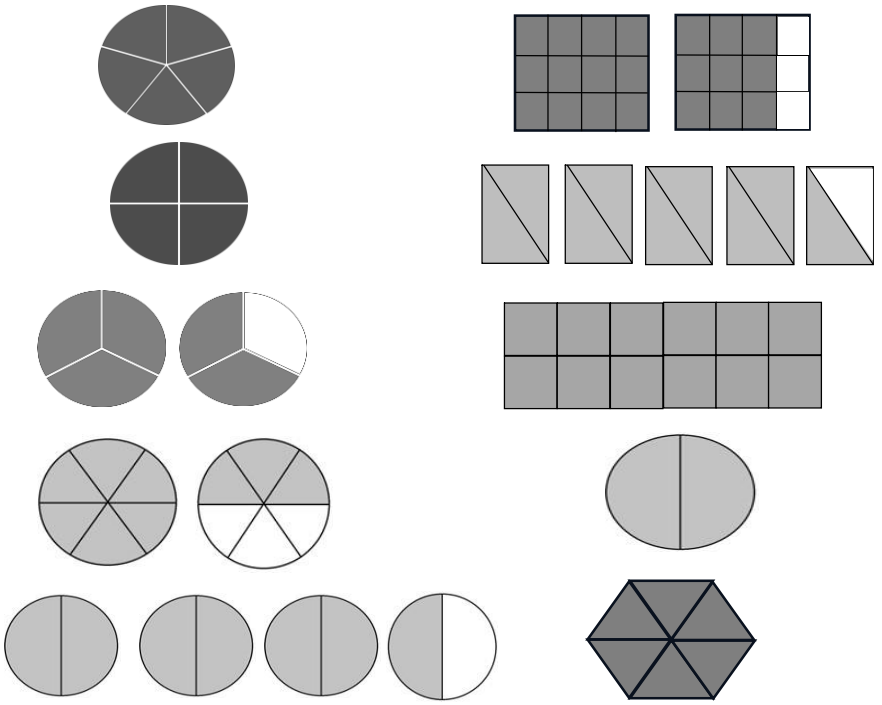
Look at the figure below. Give the fraction in each figure.



What have you noticed about the fraction $\frac{11}{8}$ and $\frac{9}{6}$?

Component 4B

Activity: "***Find my match***"
Each pupil will be given fraction cards. Your task is to look for your match. After finding your partner, you will group yourselves into *fractions equal to one* or *fraction greater than one*. The first team who completes their group will be declared winner.



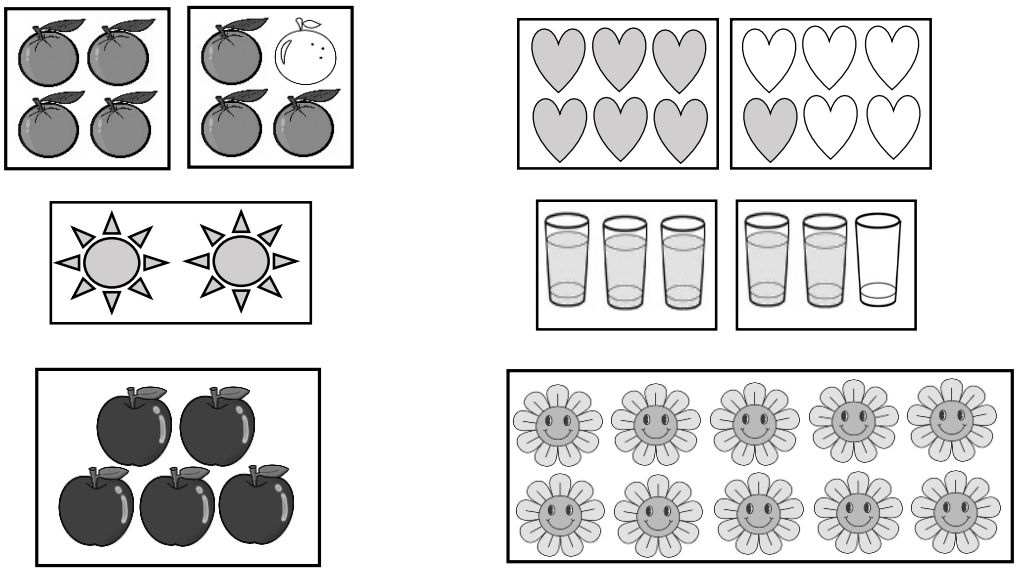
$\frac{2}{2}$	$\frac{5}{3}$	$\frac{21}{12}$	$\frac{4}{4}$	$\frac{5}{5}$
$\frac{6}{6}$	$\frac{7}{2}$	$\frac{9}{6}$	$\frac{12}{12}$	$\frac{9}{2}$

Component 4C

Activity 1: "***Where do I belong?***"

Classify the fractions as fraction equal to one or fraction greater than one. Put them on their proper column.

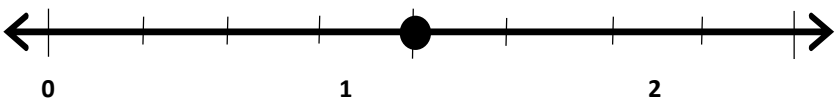
Fraction equal to one	Fraction greater than one



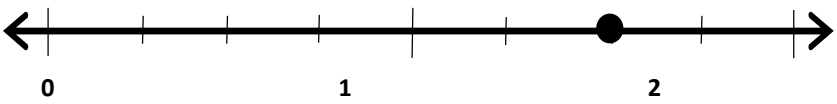
Activity 2: "***Who am I*?**"

Determine the fraction indicated on the number line and write the answer in the blank.

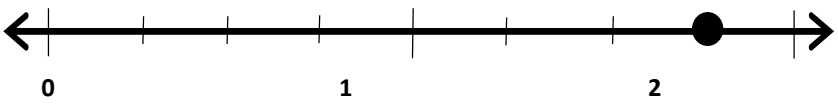
_____ 1.



_____ 2.



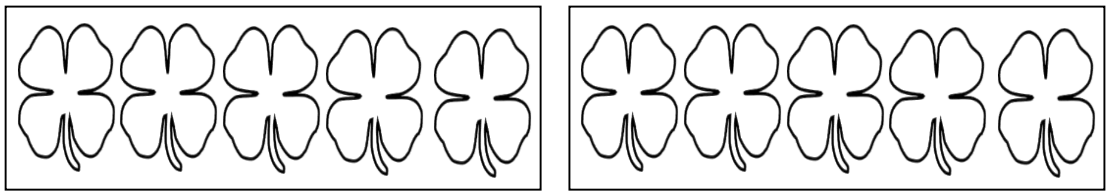
_____ 3.



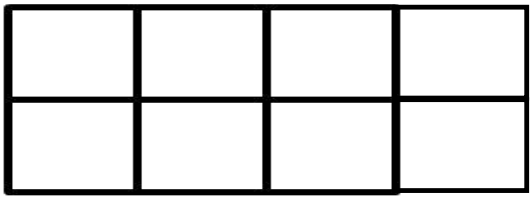
Activity 3: *"Color Me"*

Color the shape/region/object and number of objects in the group/set indicated by each given fraction.

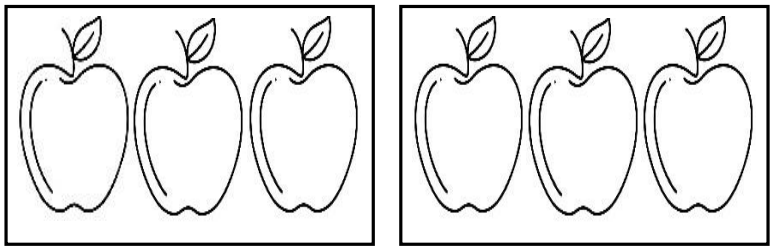
$\frac{7}{5}$



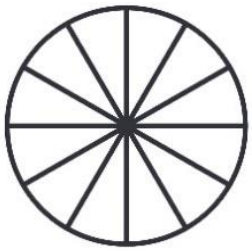
$\frac{8}{8}$



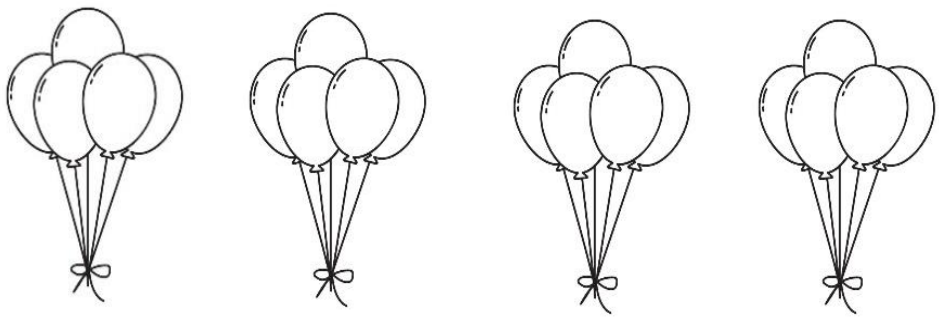
$\frac{4}{3}$



$\frac{12}{12}$



$\frac{17}{5}$



Component 5: Lesson Conclusion
Time: 5 mins

Activity: "Draw Me"
Draw the fraction being described. Use any representations (regions, set, or number lines).

1. I am a fraction equal to one. My denominator is 4.

2. I am a fraction greater than one whose denominator is 5 and the numerator is 9.

3. I am a fraction greater than one that shows 8 of 3 equal parts.

4. I am a fraction equal to one and my numerator is 10.

5. I am a fraction greater than one that shows 7 of 4 equal parts.

Mathematics Grade 3 Worksheet #4

Reading and Writing Fractions Equal to One and Greater than One in Symbols and in Words

Component 1: Lesson Short Review
Time: 5 mins

Write A if the fraction is equal to one and B if greater than one.

_____1) $\frac{8}{8}$

_____*2)* $\frac{7}{2}$

_____*3)* $\frac{4}{4}$

_____*4)* $\frac{12}{12}$

_____*5)* $\frac{5}{3}$

_____6) $\frac{10}{8}$

_____*7)* $\frac{11}{3}$

_____8) $\frac{11}{6}$

_____9) $\frac{21}{21}$

_____10) $\frac{13}{9}$

Component 2: Lesson Purpose
Time: 5 mins

Can we use symbols and words to talk about fractions that are greater than one?
How do we read and write them?

What is the connection between the numerator and denominator in a fraction that is bigger than 1?
This lesson focuses on the development of skills on reading and writing fractions that are equal to one and greater than one in symbols and in words.

Component 3: Lesson Language Practice
Time: 5 mins
Match column A with the corresponding meaning in column B.
Write the letter of the correct answer.

A	**B.**
___1. The part being considered.	A. denominator
___2. The part being unshaded.	B. numerator
___3. The numerator is equal to the denominator.	C. fraction
___4. It is a part of the whole.	D. fraction is greater than one
___5. The numerator is bigger	E. fraction equal to one

Component 4: Lesson Activity
Time: 25 mins.

Activity 4A: Reading the Text

Lucky cut the cassava cake into 4 equal parts. He gave 1 piece to each of his 3 sisters and ate the rest. What part did each one get?

Ask:

To whom did Lucky give the 3 parts of the cassava cake?

How did he divide?

What kind of a boy is Lucky?

What value does he possess?

Do you want to be like Lucky? Why?

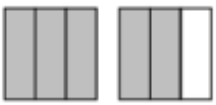
Activity 4B: Answer the following questions.

1. Who cut the cassava cake? _____
2. What kind of guy is Lucky?_____
3. What value does he possess? _____
4. Do you want to be like Lucky? Why? _____
5. How did he share the cassava cake?_____
6. How did he cut the cassava cake? _____
7. What do you call each part? _____
8. How do you write the fraction in words? in symbols? ___
9. What parts were eaten by Lucky and his sisters?_____
10. Write the fraction in symbols and in words. _____

Component 4C: Questions

A. Write the corresponding numerical symbol of the following figure.

Five-thirds	eights-fifths	eight-sixths
Three-halves	twenty-six-fourths	

1. 
2. 
3. 
4. 
5. 

B. On your paper, write the following fractions in symbols.

1) seven-halves ____
2) ten-thirds _____
3) eleven-fifths_____
4) nine-fourths_____
5) thirteen-thirds_____
6) twelve-tenths _____
7) three-halves _____
8) six-fourths _____
9) five-halves _____
10) eleven-sixths _____

C. On your paper, write the following fractions in words.

1) $\frac{15}{8}$ _____
2) $\frac{4}{3}$ _____
3) $\frac{9}{5}$ _____
4) $\frac{13}{10}$ _____
5) $\frac{7}{4}$ _____
6) $\frac{11}{9}$ _____
7) $\frac{15}{12}$ _____
8) $\frac{8}{3}$ _____
9) $\frac{5}{2}$ _____
10) $\frac{14}{8}$ _____

Component 5: Lesson Conclusion
Time: 5 mins

Reflection:
Is it important for us to learn to read and write fractions? Why?

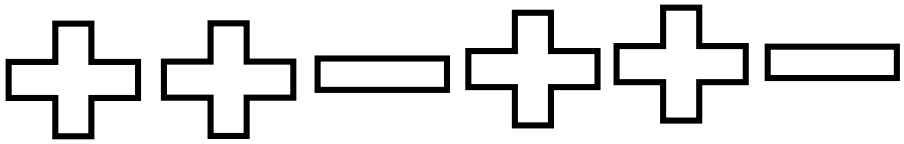
Mathematics Grade 3 Worksheet #5

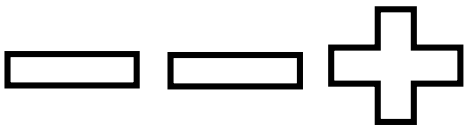
Determines the missing term/s in a given combination of continuous and repeating pattern.
(M3AL-IIIi-4)

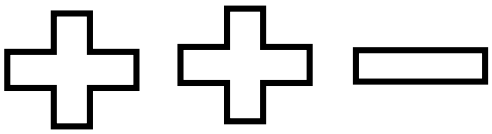
Component 1: Lesson Short Review
Time: 5 mins

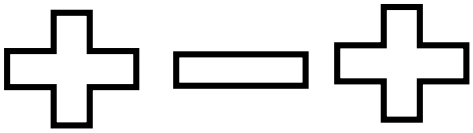
ACTIVITY # 1

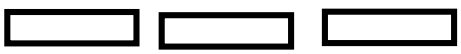
DIRECTION: What comes next? Write the letter of your answer on the blank provided, Number 1 is done for you.

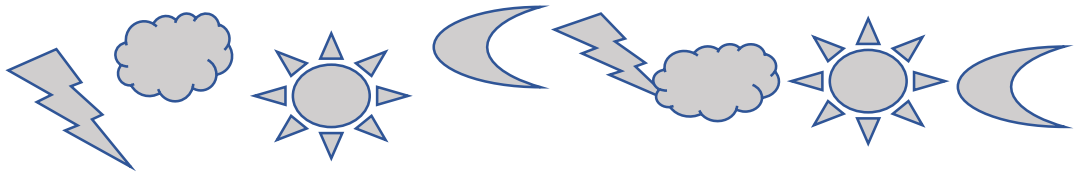
B 1. 

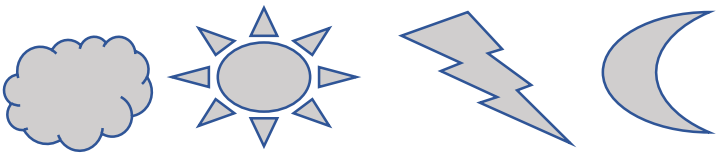
A. 

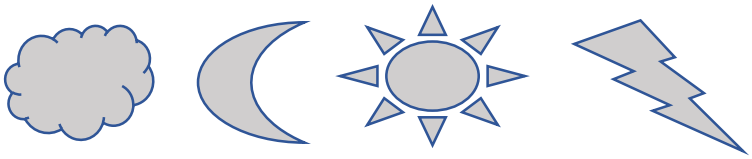
B. 

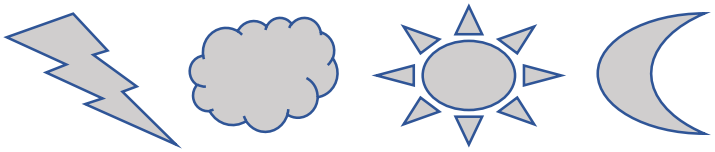
C. 

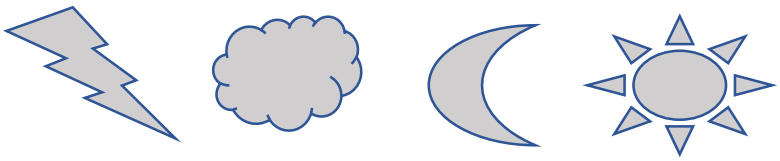
D. 

_____**2.** 

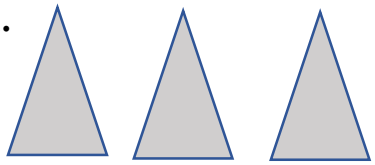
A. 

B. 

C. 

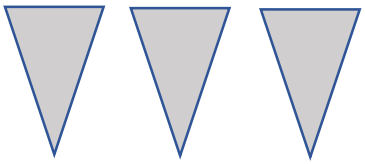
D. 

_____ **3.** 

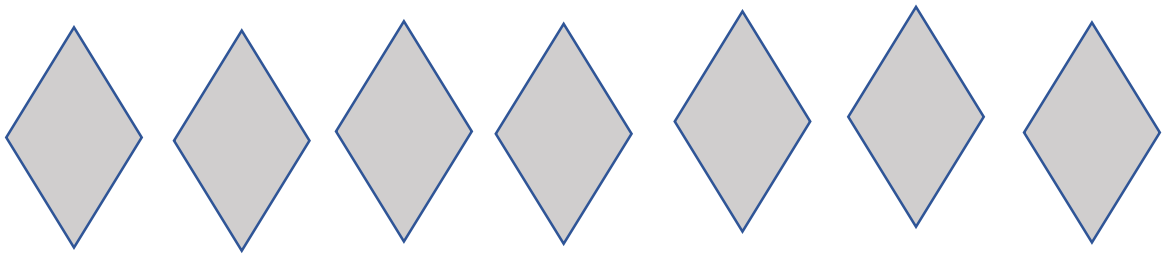
A. 

B. 

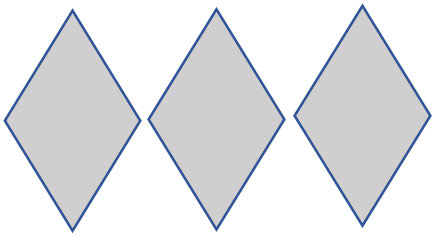
C. 

D. 

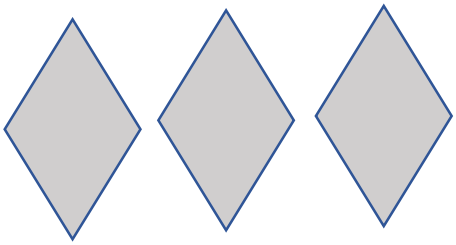
____**4**



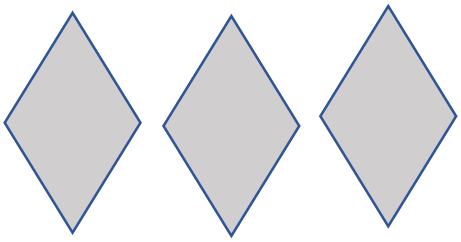
A.



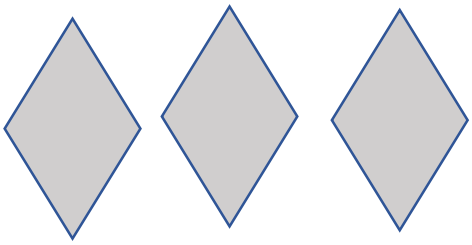
B.

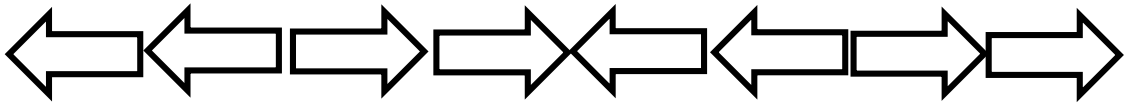


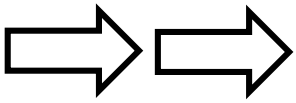
C.

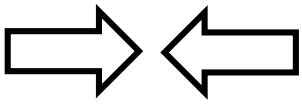


D.

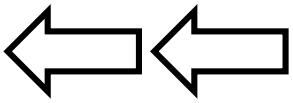


_____**5.** 

A. 

B. 

C. 

D. 

Component 2: Lesson Purpose / Intention
Time: 5 mins.
ACTIVITY #2

DIRECTION: Find the missing terms in a given pattern.

1. **2, 5, 8, 11, _____, 17, _____**

2. 3, 5, _____, 9, _____

3. 16, 13, _____, 7, _____, 1

4. 5, 10, 15, _____, 25, _____

5. 100, _____, 300, 400, _____

Component 3: Lesson Practice
Time: 5 mins
ACTIVITY #3

DIRECTIONS: Shout your answer to complete the pattern.

1. 10, 20, _____, 40, 50

2. 100, _____, 300, 400, 500

3 50, 100, 150, _____, 250

4. 1000, 2000, 3000, 4000, _____

5. 10, 15,_____, 25

Component 4: Lesson Activity
Time: 25 mins.

ACTIVITY #4:
DIRECTIONS: Write the missing term to complete the pattern.

1. J10 I9 _____ G7 F6

2. KK LL _____ NN OO

3. RAT COW RAT _____ _____

4. 22 44 _____ 88 1010

5. 10 7 4 _____ 7 _____

ACTIVITY #5:

DIRECTIONS: Create a pattern using the condition below.

1. The number is 30 then decrease by 6. Then, increase by 3 the next two numbers.

   Answer: _____
2. The number is 7. Then, decrease the next number by 4.

   Answer: _____

3. The number is 130. Then, increase the next number by 100.

   Answer: _____

Component 5: Lesson Conclusion
Time: 5 mins.
ACTIVITY #6:

DIRECTION: Read each item carefully. Choose the letter of the correct answer and write on your answer sheet.

1. What is the missing term in the pattern: **6, 12, 18, _____, 30?**

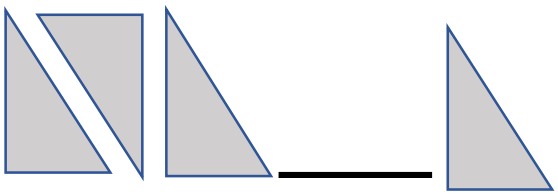
A. 21 B. 24 C. 27 D. 28

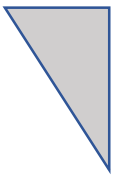
2. Fill in the blank: **4, 8, 12, _____, 20.**

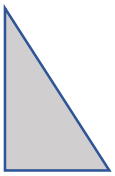
A. 15 B. 16 C. 18 D. 22

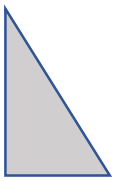
3. What comes next in the pattern: **HAPPY, SAD, HAPPY, SAD, _____?**

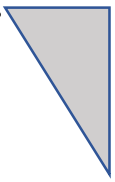
A. ANGRY B. CRY C. HAPPY D. SMILE

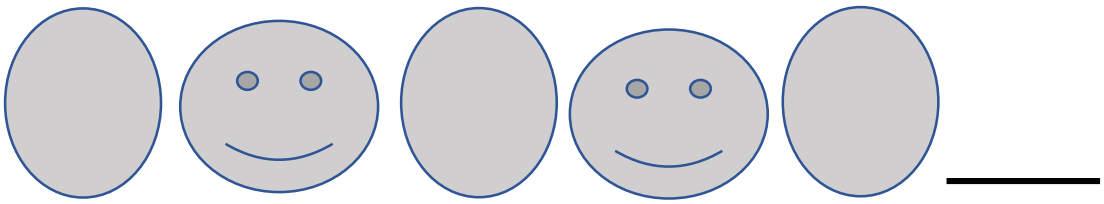
4. 

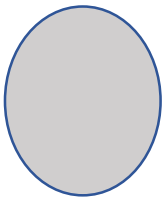
A. 

B. 

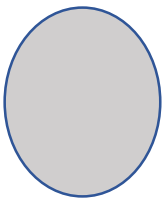
C. 

D. 

5. 

A. 

B. 

C. 

D. 

Mathematics Grade 3 Worksheet #6

Adds 3 - to 4 -digit numbers up to three addends with sums up to 10 000 without and with regrouping

Activity 1: Lesson Short Review
Time: 5 mins

Time: 10 mins.

Directions: Do the following exercises. Match your answer with the letters to find the answer in the riddle. Write the letters in the spaces below. Read the riddle.

A 56 = 50 + 6
+ 32 = 30 + 2
= ___ + ___
= _____

C 33 = 30 + 3
+ 41 = 40 + 1
= ___ + ___
= _____

R 61 = 60 + 1
+ 16 = 10 + 6
= ___ + ___
= _____

I 45 = 40 + 5
+23 = 20 + 3
= ___ + ___
= _____

H 23 = 20 + 3
+ 32 = 30 + 2
= ___ + ___
= _____

A = 88
C = 74
R = 77
I = 68
H = 55

What has legs but cannot walk?

____ ____ ____ ____ ____
74 55 88 68 77

Activity 2: Lesson Purpose
Time: 5 mins

Directions: Write Regroup if the addition problem need to regroup Not Regroup if not. Write your answer in your drill board.

_____ 1. 456 + 278 + 341

_____2. 789 + 123 + 366

_____3. 523 + 287 + 491

_____4. 831 + 242 + 124

_____5. 644 + 323 + 132

Activity 3: Lesson Language Practice
Time: 5 mins

Terms Matching Game

Instructions: Distribute the meta card randomly among the learners, ensure that each learner receives one term card and one definition card. Let the learner find the matching pair for the term and match it with the corresponding definition. When the learners find their matching pair, they should stand together and read it.

Regrouping	Numbers to be added.
Addends	The results when two or more numbers are added together.
Addition	Sum
It is the process of combining two or more numbers.	
It is a process in addition when the sum of the digits in particular place value exceeds 9 and moved to a different place value.	

Activity 4A: Lesson Activity
Time: 25 mins

The Grade 3 learners have different hobbies.

Hobby	Number of Collections
Photocard Collection	123
Board Game Collection	132
Comic Book Collection	213
Trading Card Collection	255
Video Game Collection	124
Toy Car Collection	219

1. How many photocard, board game and comic book collected?

2. What is the sum or total of photocard, board game and comic book collections? Are the numbers need to be regrouped? Why?

3. How many trading card, video game and toy car collected?

4. What is the sum of trading card, video game and toy car collection? Are the numbers need to regroup. Why?

5. Lucas, a grade 3 learner collect stamps as a hobby. He has 2,354 stamps from his grandfather's collection, 1821 stamps from his mother's collection and 3,472 stamps from his own collection. How many stamps does Lucas have in all?

Activity 4B
MATH RELAY RACE

Materials Needed:

1. Addition problem cards addition problems involving 3 digits to 4 digits with 3 addends.
2. Markers to designate the start and finish lines
3. Stopwatch or timer

Directions:

1. Divide the players into teams of equal size. Each team should have an equal number of players.
2. Line up the teams behind the start line.
3. When the teacher say "GO", the first player from each team races to the designated problem-solving where addition problem cards are placed.
4. Once the problem-solving station, the first player draws an addition problem card, solve the addition problem and announces the correct sum to the designated judge.
5. If the answer is correct, the first player returns to their team and tags the next player to continue the race.
6. If the answer is incorrect, the player must return to the addition problem station, correct the mistake and then the race.
7. The race ends when all players on one team have completed the relay race and crossed the finish line.
8. The team that completes the relay race and crosses the finish line first is the winning team.
9. Use timer to record the time taken by each team to complete the relay race.
10. Gather the player to discuss the experience, highlighting any challenges faced and strategies used to solve the addition problems quickly and accurately.

1. 321 = 300 + 20 + 1
+ 226 = 200 + 20 + 6
411 = 400 + 10 + 1
900 + 50 + 8

2. 413 = 400 +10 + 3
+ 312 = 300 +10 + 2
224 = 200 + 20 +4

3. 243 = 200+ 40 + 3
+ 614 = 600 +10 + 4
212 = 200 + 10 +2

4. 1 245 = 1000 + 200 + 40 + 5
+1 312 = 1000 + 300 + 10 + 2

5. 1 152 = 1000 + 100 + 50 + 2
+2 215 = 2000 + 200 + 10 + 5
3 311 = 3000 + 300 + 10 + 1

2 6. 217 = 200 + 10 + 7
+ 311 = 300 + 10 + 1
450 = 400 + 50 + 0

Activity 4C

Math Bingo
Materials:

- Bingo cards pre-printed with answers to addition problems
- Marker or Bingo Chips for each player
- Addition problem cards or a list of problems to call out
- Bingo caller

Directions:

1. The bingo caller randomly selects an addition problem from the provided cards and read it aloud to the players
2. Player solves the sum of the addends in the called -out problem
3. Each player looks for the correct summon their bingo card and mark it
4. Players continue to solve the addition problems and mark their Bingo card accordingly.
5. The player completes a horizontal, vertical or diagonal line of marked squares shouts "BINGO" and is declared the winner of that round.

B	I	N	G	0
903	1366	1872	7970	9228
905	1168	1492	8286	9757
971	1362	1870	8030	9317

1. 1,564 + 801 = 5,921

2. 350 + 299 = 254

3. 1825 + 4816 = 3116

4. 2162 + 3153 = 2655

5. 2172 + 3521 = 3624

6. 1232 + 2354 = 4444

7. 724 + 316 = 116

8. 6,522 + 365 = 2,341

9. 365 + 219 = 321

10. 452 + 326 = 714

11. 816 + 721 = 333

12. 425 + 334 = 212

13. 553 + 442 = 111

14. 632 + 421 = 313

15. 241 + 654 = 467

Component 5: Lesson Conclusion
Time: 5 mins.
Reflection:
What should you remember when adding numbers? Is it important in our lives? Give an example.

Mathematics Grade 3 Worksheet # 7

Learning Area:	**Mathematics**	**Quarter:**	
Week:		**Day:**	
Lesson Title/ Topic:	Visualizes, Represents, and Subtracts 3-digit to 4-digit numbers without and with regrouping.		
Name:		**Grade & Section:**	**3**

Activity 1: Mind Check

Objective: *To recall subtracting 1- to 2-digit numbers with or without regrouping*
Materials: *Learning Activity Sheets*
Duration: *7 minutes*

Directions: Perform the indicated operation using concrete objects.

1) 89 – 85 = _____
2) 98 – 63 = _____
3) 11 – 4 = _____
4) 13 – 8 = _____
5) 15 – 9 = _____

Reflection: How did this activity help you reinforce your understanding of subtracting 1- to 2-digit numbers with or without regrouping

Activity 2: Let's Dig Deeper

Objective: *To develop a deep understanding of subtracting 3- to 4-digit numbers with or without regrouping.*
Materials: *Learning Activity Sheets*
Duration: *10 minutes*

Instructions: Try to answer the following by using/applying the things or skills you already know.

Task 1: Angelo is tasked to find the difference between the numbers below.

1.

a. 9 − 3	b. 8 − 5	c. 7 − 6	d. 9 8 7 − 3 5 6

2.

a. 3 − 0	b. 6 − 5	c. 4 − 1	d. 3 6 4 − 5 1

He is also asking you to do the same so that he can compare his answers with your answers.

Task 2: Veronica is tasked to find the difference between the numbers below.

1. a) 7 – 6 b) 15 – 7 c) 85 – 67
2. a) 10 – 9 b) 11 – 7 c) 10 – 8 d) 1120 - 978
3. a) 1,000 – 1 b) 785 – 1 c) 9 – 7 d) 9 – 8 e) 9 – 4 f) 1,000 – 785

She is also asking you to do the same so that she can compare her answer with your answer.

Reflection: Do you think your previous knowledge can be applied to this new one?

Activity 3: Test time!

Objective: *To subtract 3- to 4-digit numbers with or without regrouping*
Materials: *Learning Activity Sheets*
Duration: *10 minutes*

Directions: Perform the indicated operation using concrete objects.

1) 989 – 857 = _____
2) 7,589 –3,457 = _____
3) 245 – 169 = _____
4) 9,002 – 7,681 = _____
5) 1,000 – 893 = _____

Reflection: What did you discover about your understanding of subtracting 3- to 4-digit numbers with or without regrouping?

Mathematics Grade 3 Worksheet #8

Learning Area:	**Mathematics**	**Quarter:**	
Week:		**Day:**	
Lesson Title/ Topic:	Solves Routine and Non-routine Problems Involving Subtraction of Whole Numbers Including Money using Appropriate Problem-Solving Strategies and Tools.		
Name:		**Grade & Section:**	**3**

Activity 1: Mind Check

Objective: *To recall subtracting numbers with or without regrouping*
Materials: *Learning Activity Sheets*
Duration: *7 minutes*

Directions: Perform the indicated operation.

1) 85 – 72 = _____
2) 200+ 250 = _____
3) 198 – 76 = _____
4) 385 – 182 = _____
5) 500 – 385 = _____

Reflection: How did this activity help you reinforce your understanding of subtracting numbers with or without regrouping

Activity 2: Let's Dig Deeper

Objective: *To develop a deep understanding of solving problems involving subtraction.*
Materials: *Learning Activity Sheets*
Duration: *10 minutes*

Instructions: Try to answer the following by using/applying the things or skills you already know.
Task 1: Mariel has 385 cm of ribbon, and she used 182 cm of it for her first project. She will use the remaining ribbon for her second project.

Questions

1. How long was Mariel's ribbon before she used it?
2. What is the length of the ribbon she used for her first project?
3. How long is left for her second project?

Task 2: Belle bought a pair of socks worth ₱ 200 and a set of handkerchiefs worth ₱ 250. She hands in ₱ 500 to the cashier.

Questions

1. What is the total amount of items she bought?
2. How much change will she receive from the cashier?

Reflection: Do you think your previous knowledge can be applied to this new one?

Activity 3: Test time!

Objective: *To solve problems involving subtraction.*
Materials: *Learning Activity Sheets*
Duration: *10 minutes*

Directions: Answer the problems below.

1) Lance bought a pair of shoes worth ₱ 4,000 and a pair of socks worth ₱ 350. He hands in ₱ 5000 to the cashier.

a. What is the total amount of items he bought?

b. How much change will he receive from the cashier?

2) Leila has 400 cm of ribbon, and she used 260 cm of it in the first table. She will use the remaining ribbon for the second table.

a. How long was Leila's ribbon before she used it?

b. What is the length of the ribbon she used for the first table?

c. How long is left for the second table?

Reflection: What did you discover about your understanding of solving problems involving subtracting numbers?

Mathematics Grade 3 Worksheet #9

Learning Area:	**Mathematics**	**Quarter:**	
Week:		**Day:**	
Lesson Title/ Topic:	Multiplies Numbers: a. 2- to 3-digit numbers by 1-digit numbers without or with regrouping b. 2-digit number by 2-digit numbers without or with regrouping c. 2- to 3-digit numbers by multiples of 10 and 100		
Name:		**Grade & Section:**	**3**

Activity 1: Mind Check

Objective: *To recall multiplying 1-digit numbers by 1-digit numbers.*
Materials: *Learning Activity Sheets*
Duration: *7 minutes*

Directions: Perform the indicated operation.

1) $8 \times 4 =$ _____
2) $3 \times 3 =$ _____
3) $7 \times 7 =$ _____
4) $6 \times 9 =$ _____
5) $8 \times 7 =$ _____

Reflection: How did this activity help you reinforce your understanding of subtracting numbers with or without regrouping

Activity 2: Let's Dig Deeper

Objective: *To develop a deep understanding of solving problems involving subtraction.*
Materials: *Learning Activity Sheets*
Duration: *10 minutes*

Instructions: Try to answer the following by using/applying the things or skills you already know.
Task 1: Teacher Vina told her pupils to give the product using any method they had learned in the previous grade level.

1. a) 4×2 b) 3×2 c) 2×2 d) 234×2
2. a) 4×6 b) 3×6 c) 2×6 d) 234×6
3. a) 3×2 b) 4×2 c) 3×1 d) 4×1 e) 43×12
4. a) 5×7 b) 8×7 c) 5×6 d) 8×6 e) 85×67

Questions

1) Give the product of each item using the method that you have learned in the previous year.

2) Which method among the methods that you used can give you the answer faster/est?

Task 2: Teacher Rhea told her pupils to multiply these numbers.

I.	a) 584 × 1	b) 584 × 10	c) 584 × 100	d) 584 × 1000
II.	a) 42 × 2	b) 42 × 20	c) 42 × 200	d) 42 × 2000
III.	a) 458 × 3	b) 458 × 30	c) 458 × 300	d) 458 × 3000

Questions/Instructions

1. Can you find the product of each item?
2. What pattern have you observed in multiplying a number by 1, 10, 100, and 1000?
3. What pattern have you observed in multiplying a number by 2, 20, 200, and 2000?
4. What if the number of zeroes will increase? What do you think will happen to the product?

Reflection: Do you think your previous knowledge can be applied to this new one?

Activity 3: Test time!

Objective: *To solve problems involving subtraction.*
Materials: *Learning Activity Sheets*
Duration: *10 minutes*

Directions: Without using a calculator, give the product of each of the following as fast as you can.

1) 378 × 100
2) 56 × 400
3) 469 × 2
4) 89 × 81
5) 95 × 95

Reflection: What did you discover about your understanding of solving problems involving subtracting numbers?

Mathematics Grade 3 Worksheet #10

Learning Area:	**Mathematics**	**Quarter:**	
Week:		**Day:**	
Lesson Title/ Topic:	Solves Routine and Non-routine Problems Involving Multiplication without or with Addition and Subtraction of Whole numbers including money using appropriate problem-solving strategies and tools.		
Name:		**Grade & Section:**	**3**

Activity 1: Mind Check

Objective: *To recall multiplying 1-digit numbers by 1-digit numbers.*
Materials: *Learning Activity Sheets*
Duration: *7 minutes*

Directions: Perform the indicated operation.

1) 37×100
2) 24×5
3) 27×23
4) $8 \times (9 - 5)$
5) $6 \times 3 + 5 \times 4$

Reflection: How did this activity help you reinforce your understanding of multiplying, adding, and subtracting numbers with or without regrouping

Activity 2: Let's Dig Deeper

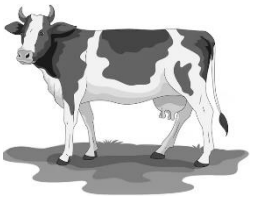
Objective: *To develop a deep understanding of multiplying numbers with or without addition and subtraction.*
Materials: *Learning Activity Sheets*
Duration: *10 minutes*

Instructions: Try to answer the following by using/applying the things or skills you already know.
Task 1: MJ bought 5 apples which cost ₱ 26 each and 4 oranges which cost ₱ 24.

Questions

1. How much should MJ pay for 5 apples?
2. How much should MJ pay for 4 oranges?
3. How much should MJ pay for all the fruits he bought?
4. If you buy 10 apples, how much would you pay?
5. If you buy 20 oranges, how much would you pay?

Task 2: On a farm, there are cows and hens. Each cow has 4 feet, and each hen has 2 feet.



Questions

1. What is the total number of cow's feet if there are 8 cows?
2. What is the total number of hen's feet if there are 12 hens?
3. Count the total number of feet in the farm if there are 8 cows and 12 hens.

Reflection: Do you think your previous knowledge can be applied to this new one?

Activity 3: Test time!

Objective: *To solve problems involving subtraction.*
Materials: *Learning Activity Sheets*
Duration: *10 minutes*

Directions: Solve the problems below. (*Revenue = total sales / kabuoang benta*)

1) JM sold 10 apples which cost ₱ 25 each and 20 oranges which cost ₱ 22.

a. How much revenue did JM get for the apples he sold?

b. How much revenue did JM get for the oranges he sold?

c. How much revenue did JM get in all?

2) On a farm, there are roosters and rabbits. Each rooster has 2 feet, and each rabbit has 4 feet. Count the total number of feet of roosters and rabbits on the farm if there are 5 roosters and 4 rabbits.

Reflection: What did you discover about your understanding of solving problems involving multiplying, with or without adding and subtracting numbers?

Mathematics Grade 3 Worksheet #11

Learning Area:	**Mathematics**	**Quarter:**	
Week:		**Day:**	
Lesson Title/ Topic:	Visualizes division of numbers up to 100 by 6, 7, 8, and 9 (multiplication table of 6, 7, 8, and 9).		
Name:		**Grade & Section:**	**3**

Activity 1: Mind Check

Objective: *To recall multiplying 1-digit numbers (6 to 9) by 1-digit numbers (6 to 9).*
Materials: *Learning Activity Sheets*
Duration: *7 minutes*

Directions: Complete the portion of the multiplication table shown below.

Table 6	Table 7	Table 8	Table 9
6 × 2 = _____	7 × 3 = _____	8 × 2 = _____	9 × 2 = _____
6 × 3 = _____	7 × 4 = _____	8 × 5 = _____	9 × 4 = _____
6 × 7 = _____	7 × 7 = _____	8 × 6 = _____	9 × 6 = _____
6 × 9 = _____	7 × 8 = _____	8 × 9 = _____	9 × 7 = _____

Reflection: How did this activity help you reinforce your understanding of multiplying numbers with or without regrouping?

Activity 2: Let's Dig Deeper

Objective: *To deeply understand dividing numbers up to 100 by 6, 7, 8, or 9.*
Materials: *Learning Activity Sheets*
Duration: *10 minutes*

Instructions: Try to answer the following by using/applying the things or skills you already know.

Task 1: Jboy will share 18 marbles and 6 of his friends want to have it.

Questions

1. Using 18 real marbles, show the number of marbles that each of his friends will get if all of them will get an equal number of marbles.

2. Using the multiplication table, how many marbles will each of his friends get if all of them will equal number of marbles?

Task 2: Alyssa was given a multiplication table and asked to answer the following.

a) 16 ÷ 8
b) 21 ÷ 7
c) 48 ÷ 8
d) 90 ÷ 9
e) 24 ÷ 6

Question/Instruction:

Using the multiplication table, answer each item.

Reflection: Do you think your previous knowledge can be applied to this new one?

Activity 3: Test time!

Objective: *To divide numbers up to 100 by 6, 7, 8, or 9.*
Materials: *Learning Activity Sheets*
Duration: *10 minutes*

Directions: Answer the following.

1) Give the quotient of each of the following.

a. 54 ÷ 6

b. 24 ÷ 8

c. 63 ÷ 7

d. 45 ÷ 9

2) Richie bought 90 donuts to give to his 9 friends. If all his friends get an equal number of donuts, how many donuts will each one have?

Reflection: What did you discover about your understanding of dividing numbers?

Mathematics Grade 3 Worksheet #12

Learning Area:	**Mathematics**	**Quarter:**	
Week:		**Day:**	
Lesson Title/ Topic:	Visualizes division of numbers up to 100 by 6, 7, 8, and 9 (multiplication table of 6, 7, 8, and 9).		
Name:		**Grade & Section:**	**3**

Activity 1: Mind Check

Objective: *To recall multiplying 1-digit numbers (6 to 9) by 1-digit numbers (6 to 9).*
Materials: *Learning Activity Sheets*
Duration: *7 minutes*

Directions: Divide each of the following.

1) If $5 \times 3 = 30$, what is $15 \div 5$?

2) $6 \div 1$

3) $0 \div 7$

4) $8 \div 8$

5) How many times can you subtract 4 from 20 until it reaches zero?

Reflection: How did this activity help you reinforce your understanding of dividing numbers?

Activity 2: Let's Dig Deeper

Objective: *To deeply understand basic division facts.*
Materials: *Learning Activity Sheets*
Duration: *10 minutes*

Instructions: Try to answer the following by using/applying the things or skills you already know.

Task 1: Study and understand the table below.

Dividing any number by one	Zero Divided by Any Nonzero Number	Dividing a Nonzero Number by Itself
$8 \div 1 =$ **8**	$0 \div 7 =$ **0**	$7 \div 7 =$ **1**
$15 \div 1 =$ **15**	$0 \div 8 =$ **0**	$12 \div 12 =$ **1**
$37 \div 1 =$ **37**	$0 \div 9 =$ **0**	$35 \div 35 =$ **1**
$175 \div 1 =$ **175**	$0 \div 10 =$ **0**	$123 \div 123 =$ **1**
$1{,}765 \div 1 =$ **1,765**	$0 \div 25 =$ **0**	$3{,}124 \div 3{,}124 =$ **1**

Questions

1. What do you observe in column 1?
2. What do you observe in column 2?
3. What do you observe in column 3?
4. Using your observation, answer the following.

a. 0 ÷ 859 = _____ b. 10,235 ÷ 10,235 = _____ c. 98 ÷ 1 = _____

Task 2: Nick and Vince were tasked to answer 35 ÷ 7 and to show their solutions on the board.

Nick's solution: Since, 7 × 5 = 35, then 35 ÷ 7 = **5**.

Vince's solution: Using repeated subtraction,

35 – 7 = 28
28 – 7 = 21
21 – 7 = 14
14 – 7 = 7
7 – 7 = 0

Because I subtracted 7 **five times** before the number gets 0 (or less than 7), then 35 ÷ 7 = **5**.

Questions:

1. What can you say about Nick's solution?
2. What can you say about Vince's solution?
3. Can you compare their solutions? Which one is easier? Which one is faster?

Reflection: Do you think your previous knowledge can be applied to this new one?

Activity 3: Test time!

Objective: *To divide numbers up to 100 by 6, 7, 8, or 9.*
Materials: *Learning Activity Sheets*
Duration: *10 minutes*

Directions: Answer the following.

1. Give the quotient of each of the following.

a. 54 ÷ 1
b. 438 ÷ 1
c. 0 ÷ 3
d. 0 ÷ 9,999
e. 76 ÷ 76
f. 578 ÷ 578
g. If 9 × 8 = 72, what is 72 ÷ 9?
h. If 13 × 12 = 156, what is 156 ÷ 12?

2. How many 12's should you subtract from 60 until you reach zero?

Reflection: What did you discover about your understanding of basic division facts?

Mathematics Grade 3 Worksheet #13

Learning Area:	**Mathematics**	**Quarter:**	
Week:		**Day:**	
Lesson Title/ Topic:	divides numbers without or with remainder: a. 2- to 3-digit numbers by 1- to 2- digit numbers b. 2- to 3-digit numbers by 10 and 100		
Name:		**Grade & Section:**	**3**

Activity 1: Mind Check

Objective: *To recall multiplying 1-digit numbers (6 to 9) by 1-digit numbers (6 to 9).*
Materials: *Learning Activity Sheets*
Duration: *7 minutes*

Directions: Perform the indicated operation. You can use concrete objects if you need to.

1) 24 ÷ 8 =

2) 12 ÷ 4 =

3) 36 ÷ 9 =

4) 45 ÷ 5 =

5) 18 ÷ 6 =

Reflection: How did this activity help you reinforce your understanding of dividing numbers?

Activity 2: Let's Dig Deeper

Objective: *To deeply understand basic division facts.*
Materials: *Learning Activity Sheets*
Duration: *10 minutes*

Instructions: Try to answer the following by using/applying the things or skills you already know.

Task 1: Teacher Tin told her pupils to divide each of the following using any method they had learned in the previous lessons.

a) 24 ÷ 2	c) 24 ÷ 6	e) 17 ÷ 8	g) 248 ÷ 8
b) 336 ÷ 3	d) 24 ÷ 12	f) 26 ÷ 12	h) 545 ÷ 15

<u>Questions</u>

1) If you are a pupil of teacher Tin, what will be your answer to each of the given item?

2) Are there any items having remainders? What are they?

3) Is it possible to have a remainder that is greater than the divisor?

Task 2: : Flor was absent the day a division technique was taught. He borrowed Isidro's notes and saw these examples:

If the divisor is 10	If the divisor is 100
580 ÷ 10 = **58**	900 ÷ 100 = **9**
7300 ÷ 10 = **73**	5600 ÷ 100 = **56**
673 ÷ 10 = **67 remainder 3**	759 ÷ 100 = **7 remainder 59**
85 ÷ 10 = **8 remainder 5**	9850 ÷ 100 = **98 remainder 50**

Questions:

1) What have you observed when a number is divided by 10?
2) What have you observed when a number is divided by 100?
3) Using your observations, answer the following questions quickly.
   a) 760 ÷ 10
   b) 87 ÷ 10
   c) 654 ÷ 10
   d) 760 ÷ 100
   e) 8700 ÷ 100
   f) 6,543 ÷ 100

Reflection: Do you think your previous knowledge can be applied to this new one?

Activity 3: Test time!

Objective: *To divide numbers up to 100 by 6, 7, 8, or 9.*
Materials: *Learning Activity Sheets*
Duration: *10 minutes*

Directions: Answer the following.

1. 96 ÷ 8

2. 54 ÷ 13

3. 312 ÷ 12

4. 890 ÷ 10

5. 907 ÷ 100

Reflection: What did you discover about your understanding of basic division facts?

Mathematics Grade 3 Worksheet #14

Learning Area:	**Mathematics**	**Quarter:**	
Week:		**Day:**	
Lesson Title/ Topic:	Recognizes and draws a point, line, line segment and ray.		
Name:		**Grade & Section:**	**3**

Lesson Component 1: (Lesson Short Review)

PRE-TEST

Directions: Encircle the letter that corresponds to the correct answer.
(Panuto: Bilugan ang letra ng tamang sagot)

1. Ang tuldok o dot ay kumakatawan sa _____.
   a. Line b. Ray c. Point d. Line Segment

2. Ang _____ ay maaring lumawig nang walang katapusan sa magkabilang direksyon.
   a. Point b. Line c. Segment d. Dot

3. Ang Ray ay bahagi ng linya na binubuo ng isang endpoint at _____. .
   a. arrowhead b. endpoint c. Line d. Dot

4. Ang Line Segment ay bahagi rin ng linya na may _____ endpoint.
   a. 1 b. 2 c. 3 d. 4

5. Ang simbolong ito ay kumakatawan sa _____ .
   a. Segment b. Ray c. Line d. Point

Activity 3: (Lesson Language Practice)
Bahagi 3: (Pagsasanay sa Wika ng Aralin)

Time: 5 mins.
Oras: 5 minuto.

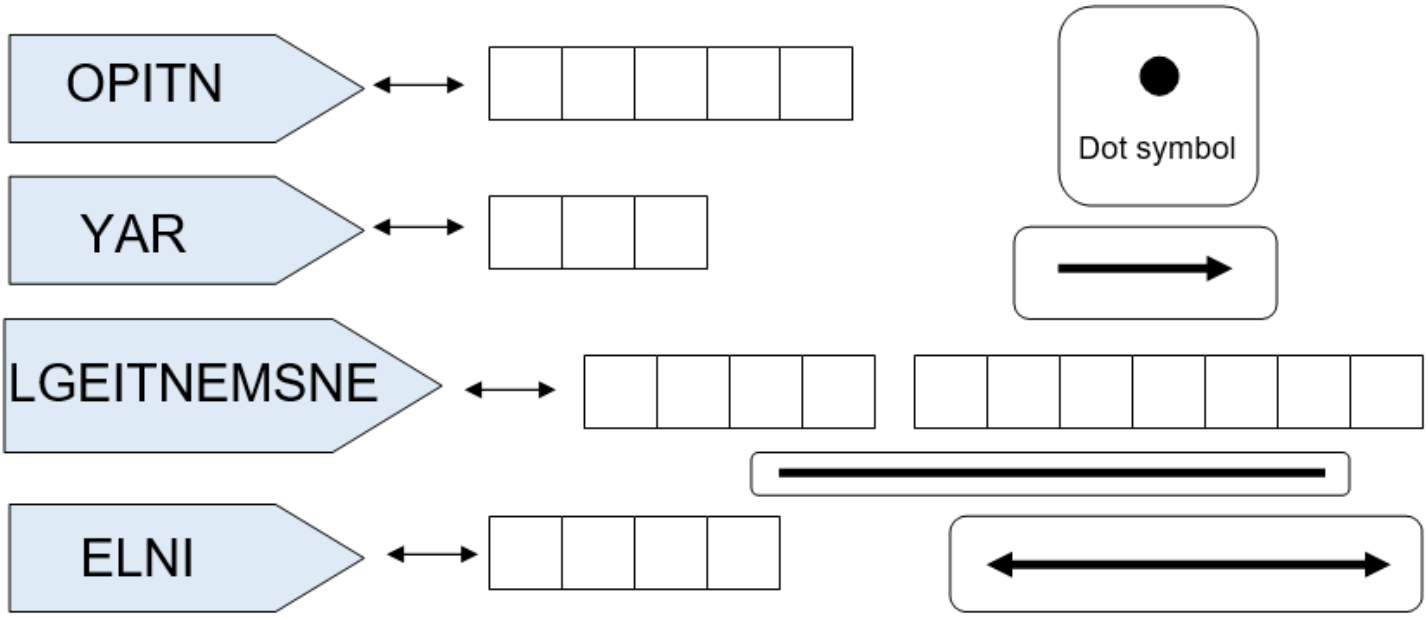
Keywords/terms are:
Pangunahing Salita:

Point, line, line segment, and ray.

Activity 3: GEOMBLE WORDS!

Directions: Unscramble these four Jumbles, one letter to each square, to form four ordinary words.

Panuto: Ayusin ang apat na Jumbles na ito, isang titik sa bawat kuwadrado, upang makabuo ng apat na karaniwang salita.



Questions:

1. What strategies did you use to decode the geometric concepts in the Geomble Words.

   Anong mga pamamaraan ang ginamit mo upang matukoy ang mga konseptong geometric sa Geomble words

   puzzles?

2. Which geometric concepts were the most challenging to understand? Why?

Aling mga konseptong geometric ang pinakamahirap unawain? Bakit?

Reflections:

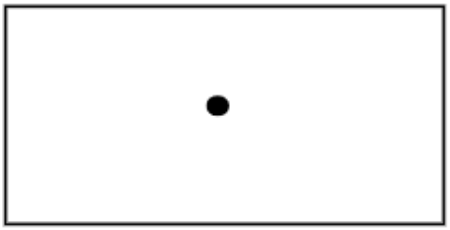
How do these geometric concepts relate to managing shapes and making decisions related to geometry?

Paano nauugnay ang mga konseptong geometric na ito sa pag-manage ng mga hugis at paggawa ng mga desisyong may kaugnayan sa geometry?

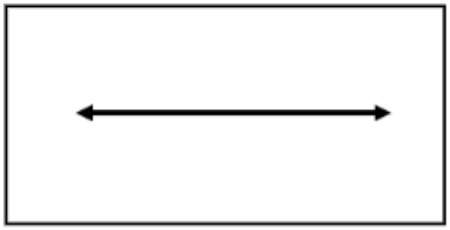
Activity 4: Figure Recognition Challenge: Points, Lines, Line Segments, and Rays"

Instructions: Identify the figures inside the box. Name whether it is a Point, Line, Line Segment, or Ray. Write the correct answer in the blank space.

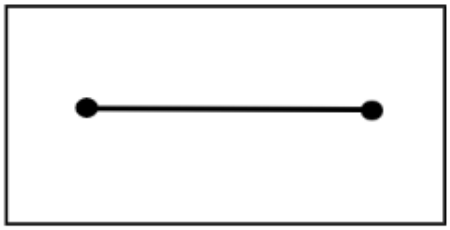
Panuto: *Kilalanin ang mga figures na nasa loob ng kahon. Pangalanan kung ito ay Point, Linya (Line), Line Segment o Ray. Isulat sa patlang ang tamang sagot.*

1. 

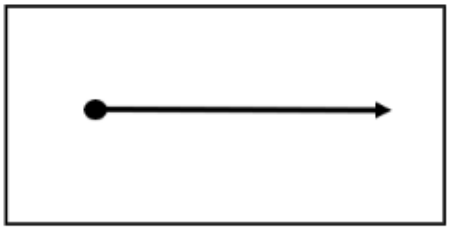
_____

2. 

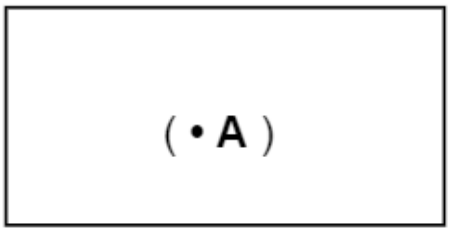
_____

3. 

_____

4. 

_____

5. 

_____

Activity 4A: FILL ME UP!

Instruction: A. Fill in the blank with the correct word to complete the sentence.
Panuto: Punan ng tamang salita ang patlang upang mabuo ang pangungusap.

POINT	**RAY**	**LINE**
LINE SEGMENT		**DOT o TULDOK**

1. Ang _____ ay may dalawang arrowhead sa magkabilang dulo.
2. Ang _____ ay figure na may isang endpoint at arrowhead.
3. Ang _____ ay may dalawang endpoint.
4. Ang _____ ay maaring pangalanan ng letra.
5. Ang simbolo ng point ay _____.

Instruction: B. Draw inside the box what each number requests
Panuto: *Iguhit sa loob ng kahon ang hinihingi ng bawat bilang.*

1. Line

2. Point

3. Ray

4. Line Segment

5. Line Segment AB

Mathematics Grade 3 Worksheet #15

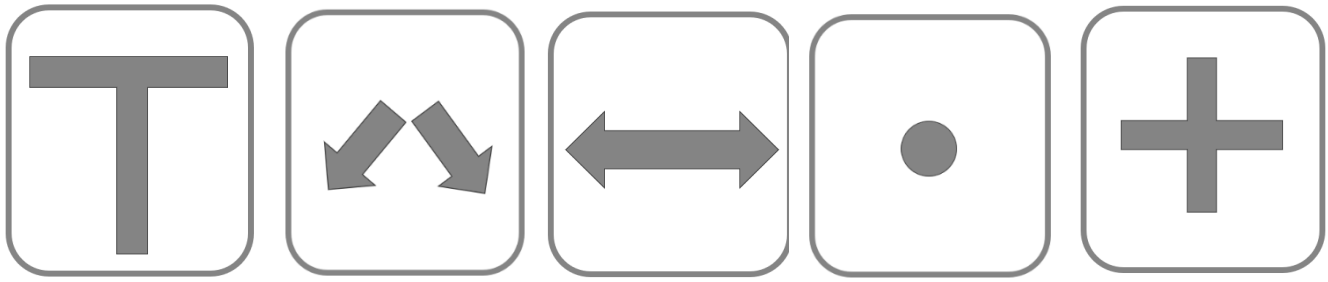
Learning Area:	**Mathematics**	**Quarter:**	
Week:		**Day:**	
Lesson Title/ Topic:	Recognizes and draws parallel, intersecting, and perpendicular lines.		
Name:		**Grade & Section:**	**3**

Lesson Component 1: (Lesson Short Review)

Activity 1: Lines Are Everywhere

Objective: To recall the previous lesson about point, line, line segment, and ray.
Materials: Learning Activity Sheets
Duration: 7 minutes

Directions: Label each sign below. Write point, line, line segment, and ray.
Panuto: Lagyan ng tanda ang bawat larawan sa ibaba. Isulat kung ito ay point, line, line segment at ray.



Reflection:

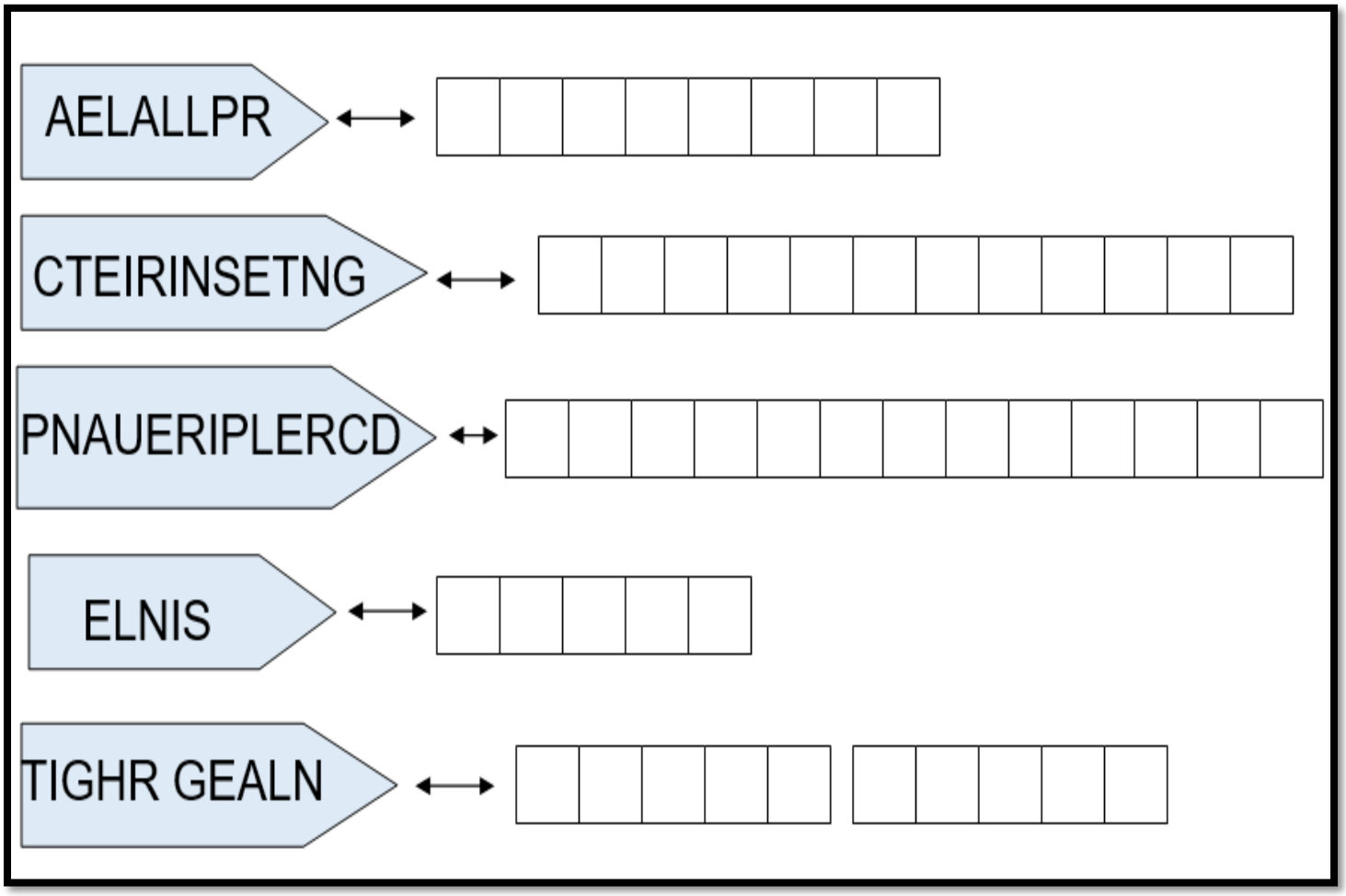
1. How were you able to determine the classification of the given images?
2. Look at your area, give other examples of points, Lines, line segment and rays.

Lesson Component 3: (Lesson Language Practice)

Activity 3: Compare and Decide

Objective: To recognizes and draws parallel, intersecting, and perpendicular lines.
Materials: Learning Activity Sheets
Duration: 10 minutes

Activity 3: GEOMBLE WORDS!
Directions: Unscramble these five Jumbles, one letter to each square, to form five ordinary words.
Panuto*: Ayusin ang apat na Jumbles na ito, isang titik sa bawat kuwadrado, upang makabuo ng apat na karaniwang salita.*



Reflection:
How did you approach unscrambling the words, and what strategies did you use to solve the Jumbles?

Lesson Component 4A & B: (Lesson Activity)

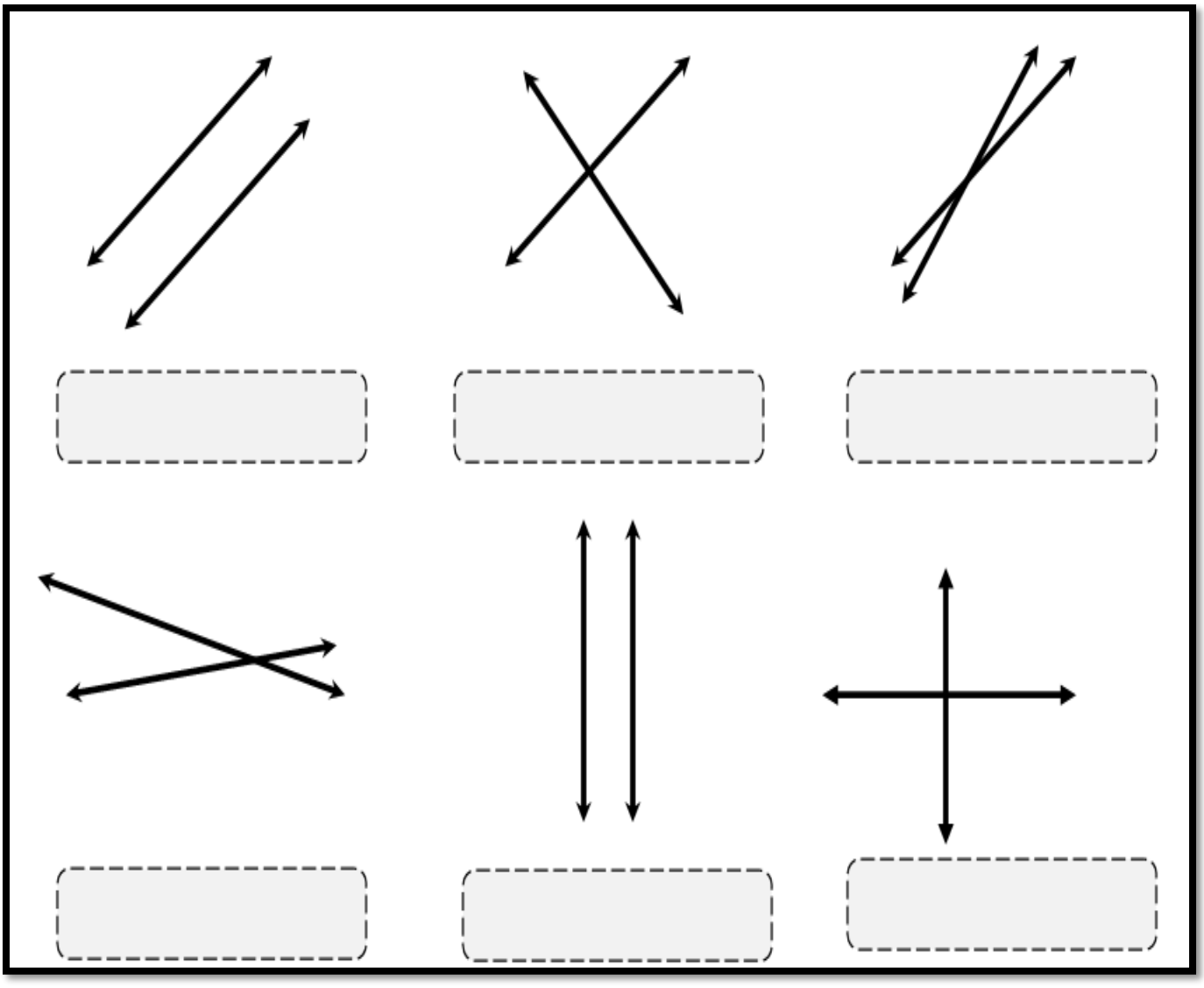
Activity 4: Figure Recognition Challenge:

Objective: To provide knowledge and understanding of the key concepts regarding recognizing and drawing parallel, intersecting, and perpendicular lines.

Materials: Learning Activity Sheets,

Duration: 10 minutes

Instructions: Identify whether the given pair of lines are parallel lines, intersecting lines or perpendicular lines.
Mga Tagubilin: Kilalanin kung ang binigay na magkaparehong mga linya ay mga paralllel na linya, nagtatagpong mga linya, o perpendikular na mga linya.

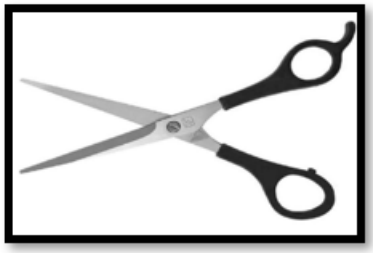
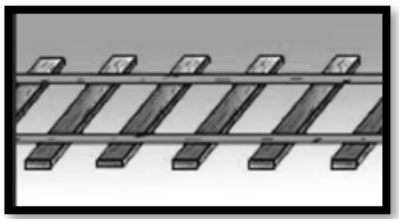


Reflection Question:
How did you approach determining whether the lines were parallel, intersecting, or perpendicular, and what strategies did you use to identify their relationships? How does understanding these geometric relationships enhance your perception of spatial arrangements and everyday objects?

Lesson Component 4C: (Lesson Activity)

Activity 4: Symbol Matters

Objective: Recognizes and draws parallel, intersecting, and perpendicular lines.
Materials: Learning Activity Sheets
Duration: 10 minutes
Directions: Match the picture in Column A to the kind of line it represents in Column B. Draw a line to match Column A to Column B.

Column A	Column B
	PARALLEL LINES
	INTERSECTING LINES
	PERPENDICULAR LINES
	

Reflection: What was the most important concept you learned today?" and "How can you apply today's lesson in real-life situations?"

B. Directions: Find at least 5 examples of objects in the classroom. Using the table below, draw the object and identify whether it shows parallel, perpendicular, or intersecting lines. An example is given as your guide.

Object	Kind of Line
	Parallel lines

Reflection:
As you observed and identified examples of objects in the classroom with parallel, perpendicular, or intersecting lines, reflect on how recognizing these geometric relationships contributes to our understanding of spatial arrangements and everyday objects. How might this awareness impact our perception of symmetry, balance, and functionality in our surroundings?

Mathematics Grade 3 Worksheet #16

Learning Area:	**Mathematics**	**Quarter:**	
Week:		**Day:**	
Lesson Title/ Topic:	Visualizes, identifies, and draws congruent line segments		
Name:		**Grade & Section:**	**3**

Lesson Component 1: (Lesson Short Review)

Activity 1: Lines Are Everywhere

Objective: To recall the previous lesson about parallel, intersecting or perpendicular lines
Materials: Learning Activity Sheets
Duration: 7 minutes

Directions: Identify whether the given image shows intersecting, parallel and perpendicular lines

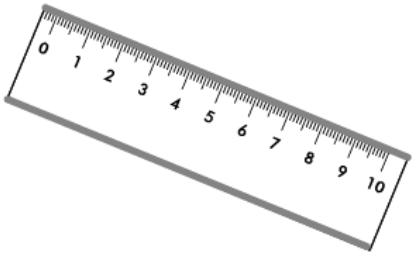
1.

_____

2.

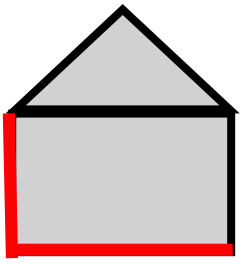
_____

3.



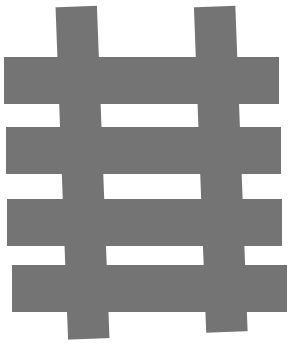
_____

4.



_____

5.



_____

Reflection: 1. How were you able to determine the classification of the given images?

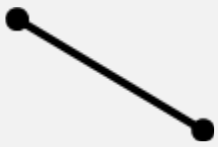
2. Look at your area, give other examples of Parallel,
Intersecting and Perpendicular

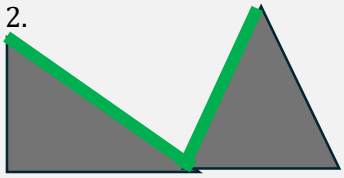
Lesson Component 3: (Lesson Language Practice)

Activity 3: Compare and Decide

Objective: To visualize and identify congruent line segments
Materials: Learning Activity Sheets
Duration: 10 minutes

Instructions: Identify whether the picture shows congruence. Write **Congruent** if it shows congruence, then **Not Congruent** if Not.

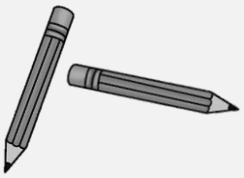
1. 

2. 

3. 

4. 

5. 

6. 

Reflection: Which pictures help you understand the concept? In your own words, how will you define Congruence? Can you provide real-life examples or situations where you might encounter the mathematical concept?

Lesson Component 4A & B: (Lesson Activity)

Activity 4: Let us Experiment:

Objective: To provide knowledge and understanding of the key concepts regarding visualizing, identifying, and drawing congruent line segments

Materials: Learning Activity Sheets, Drinking Straw, Scissors, Ruler, Glue and Paper

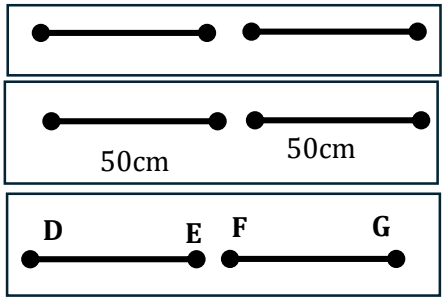
Duration: 10 minutes

Instructions:

- Use (2) two pieces of straws
- Measure 50 cm each then cut (or various sizes to different learners)
- Put them in one place
- Repeat the process

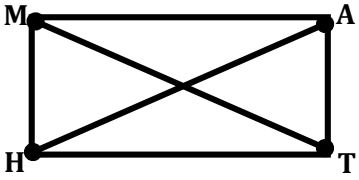
Process:

- ✓ Get two cut-straws then paste it on paper
- ✓ Write the measurement of the straws and represent it as Line segment
- ✓ Name the segments as **D, E, F, G**
  What can you say about the two segments?



Then, DE ≅ FG *It can be read as line segment DE* ***is congruent to*** *line segment FG*

Directions: Write *Agree* if the line segments are congruent and *Disagree* if not. Use the figure below. *(Refer to the given figure below)*



_____1. $\overline{MA} \cong \overline{HT}$ _____4. $\overline{MT} \cong \overline{AH}$

_____2. $\overline{MH} \cong \overline{AT}$ _____5. $\overline{TM} \cong \overline{MH}$

_____3. $\overline{MT} \cong \overline{TH}$

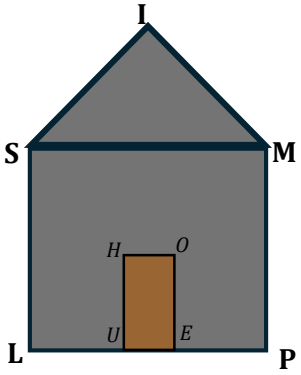
Lesson Component 4C: (Lesson Activity)

Activity 4: Symbol Matters

Objective: Visualizes, identifies, and draws congruent line segments
Materials: Learning Activity Sheets
Duration: 10 minutes

Directions: Write "≅" if it shows congruence, otherwise, leave it blank

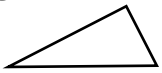
"My Simple House"
The roof is triangle, and its body is a square. Its door is a rectangle.



1. $\overline{SM}$ _____ $\overline{LP}$
2. $\overline{IM}$ _____ $\overline{IS}$
3. $\overline{HO}$ _____ $\overline{UE}$
4. $\overline{SL}$ _____ $\overline{LP}$
5. $\overline{HU}$ _____ $\overline{MP}$

B. Determine whether the given lines are parallel, intersecting, or perpendicular.

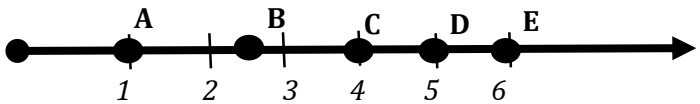
1. Pag-aralan at tignan ang larawan  , alin ang kasukat nito?

a.  b.  c.  d. 

2. Alin sa mga simbolo ang nagpapakita ng congruence?

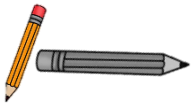
a. ≠ b. < c. ≈ d. ≅

3. Tignan ang panukat sa ibaba, alamin kung anong line segment ang congruent sa *CD*



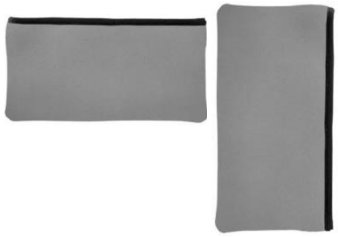
a. ***line segment AB*** b. ***line segment DE***
c. ***line segment BE*** d. ***line segment AC***

4. Ikaw ay pupunta sa tindahan malapit sa inyong bahay upang bumili ng gamit sa paaralan, anong
larawan ang nagpapakita ng congruence?

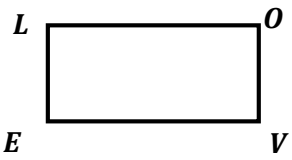
a. 

b. 

c. 

d. 

5. Tignan ang figure sa ibaba, kung ang sukat ng $\overline{LO}$ is 15cm, ano ang maaring sukat ng $\overline{VE}$?



a. 7.5 cm b.10 cm c. 15 cm d. 17.5 cm

Reflection: What was the most important concept you learned today?" and "How can you apply today's lesson in real-life situations?"

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Delivery (DepEd-BLD)
Contact Numbers: 8637-4366; 8637-4347; 8633-9347

Department of Education - Bureau of Learning Resources (DepEd-BLR)
Contact Numbers: 8634-1072; 8631-6922

Email Address: blr.od@deped.gov.ph

DepED DEPARTMENT OF EDUCATION

MATATAG Bansang Makabata Batang Makabansa