

## Grade 4

### Lesson 11: Tables and Shares

#### Lesson Breakup:

Given below is a sample day-wise breakup of the lesson, which can be used as a reference while teaching.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Bridging activity		Multiplication facts Arrays & tables		Division introduction		Division as repeated subtraction	Division method introduction	Second method	Story problem
Assessment: To be done at the end of each day									

*Note: The following plan is to help the students bridge the gap to reach the required learning level for the lesson.*

#### Plan Objectives:

1. Recalling equal grouping and skip counting
  2. Constructing multiplication tables (with symbols)
  3. Expressing multiplication facts
  4. Dividing the groups with remainder
  5. Knowing that division is the inverse operation of multiplication
- Day 1
- Day 2

#### Session 1: (Estimated time - 45 mins)

1. **Session Objective:**
  - Making equal groups of objects.
  - Representing multiplication as repeated addition (with symbols)

#### Activity: (Estimated time 15 – 20 mins)

##### Counting Activity:

- The students should be made to stand in a circle, and they should be asked to sing a song of their choice.
- The students should move in a circle while singing or they can move while clapping their hands.
- One student must say a number out loud.
- All the students should then arrange themselves in groups as per the number called out.  
e.g., 4 groups of 3 ( $3 + 3 + 3 + 3$ ), 4 times 3 ( $4 \times 3 = 12$ )
- Simultaneously, the group size must be written down on the board.

*Note - In this game, groups of equal sizes should be formed. That is, each group must have the same number of children.*

- The teacher must check whether the groups are of equal size.

**Teacher’s note:** It is the job of the teacher to ensure language is acquired across the curriculum in order to strengthening the language capacity of the students. The teacher must use certain words in English for this purpose. In this activity, it is recommended that most of the instructions are to be provided in English. At least a few words/phrases, such as “groups”, “equal groups”, “times”, “multiply”, “total”, “how many”, “how much”, “how many times”, “how many groups”, “total”, “add”, “multiply”, are to be instructed in English without providing the translation. This is aimed at strengthening the English skills of the students.

**Assessment: (5 mins)**

Ask the students to build another table on their own. As for example, ask the students to repeat the same activity for the tables of 4 or 5.

**Resources:**

**Worksheet WS\_G4\_L12\_1 (15 mins)**

Grouping	Number of Objects	Total	Multiplication Facts	Total
	2x3	6	2x3=6	6
	3x2	6	3x2=6	6
	4x1.5	6	4x1.5=6	6
				
				
				
				
				
				

**Session 2: (Estimated time - 35 mins)**

**Session Objective:**

1. Knowing that division is the inverse operation of multiplication

**Discussion Points:**

Story-based activity

- Six bananas are to be shared among three students. Initially, all the bananas are given to one child, and he/she must divide them equally among his/her friends.
- Similarly, in a different problem, one student has 4 bananas, another one has 2, and the third has nothing. Again, the students must share the bananas equally among themselves. Similar exercises can be tried with four or more (students) to make the students understand different combinations in division.

**Teacher's note:** The abovementioned activity can be demonstrated as a story involving three students in the classroom. The narration is to be done in English. The questions framed using “what”, “who”, and “how many” are aimed at making the students think.

Sample questions:






1. What is this (food item or beads)?
2. Who has it?
3. How many bananas are there?
4. How many students are there?
5. How will you share it equally?

Simultaneously, the numbers and division operation must be written down on the board.

*Note: Discussion should done simultaneously with the activity in order to have a continuous assessment of the students.*

**Resources:**

**Assessment Worksheet AWS\_G4\_L12\_1 (15 mins)**

Objects	Sharing	Numbers	Division
<p>If there are six bananas</p> 	 <p>and two monkeys.</p>	<p>6 bananas shared among 2 monkeys</p>	<p><math>6 \div 2 = 3</math></p>
<p>Share the grains</p>  <p>Mummy bird brings 12 grains. How to distribute equally?</p>			
 <p>5 friends found 10 five-rupee coins. How to share them equally?</p>	