Class	Subject	Lesson no/name	Skill focused	TLO	Suggested Activity	LAT
IV	Subject-Mathematics	Lesson 11 Topic -Tables and shares	☐ Knowledge ☐ Understanding ☐ Computation Problem Solving Ability	☐ Understands factors of a multiple ☐ Reads and prepares bills ☐ Applies concept in real life Forms table of multiplication facts up to 10*10. Creatively draws tables of relatively higher number (say 7) using tables of smaller numbers(say 2 nad 5) and also of two-digit numbers by using the expanded form of the number. Attempts to develop a word problem using	**Demonstration activity** Arranging things in sequence and develop the multiplication fact. Building multiplication table with the help of patterns. Children jump equal steps in a number,line and count the number of jumps taken. Using class room situation children make group of things and arrive at their own strategies of multiplication or division. Children solve day to day problem. **Activity – 1** Each group of students is given a collection of things. They divide the collection equally as per the instructions given to that group. The teacher is to put up the answers given by the children on the board. For eg. Number 12: 12 can be divided among 4 children equally. Each child gets 3. The children can use the multiplication tables to do it.	1. Find the product using expanded notation. (a). 65 x 5 (b). 136 x 7 2. Find the product using column method. (a). 630 x 86 (b). 3146 x 72 3. Write the quotient and the reminder using the property of division by divisor. (a) 525 / 100 Q =_____ R= _____ (b) 9003/1000 Q = _____ R = _____ (c) 7312 /10 Q = _____ R = _____ 4. 45 pencils are distributed Equally among 9 childern. Each child gets _____ pencils. **5.** Fill in the blanks: A. 100 × 2 = 10 × _____

her/his own experiences and solve it by using by multiplication or division.

http://www.youtube.com/watch?v=GdgCCxkuJuc&list=PL878190747F2AA508

5	2		7
10	4		14
15	6		21
20	8		28
25	10		35
30	12		42
35	14		49
40	16		56
45	18		63

Then the children are allowed to divide the collection equally without leaving anything behind in as many ways as possible.
The children note them down in their notebook. The children can show them pictorially.
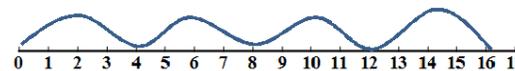
Activity – 2
Constructing an unknown multiplication table with the known tables. Eg Page 122.
Note: Important to emphasise on the use of distributive property (connecting it with the multiplication of nos. using box method) when forming tables.

Activity – 3
Using a number line to find the answer.
16 beads to be divide to 4 children. Draw a number line. Start from zero and jump in 4s till 16. The number of jumps is the answer.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

Activity – 5
The table of multiplication is put up in the class. The children make their own tables from the known tables. Eg.

B. The product of 1 and a number is the --------------.
C. The product of 0 and a number is always----------.
D. Multiplication is _____ addition.
E. A chair has four legs, 25 chairs will have _____ legs.
F. Division is _____ subtraction.

Practice problems
1. A board game has 16 total coins. There are equal number of coins of 4 different colors. How many coins are there of each color?
2. Ram has 14 marbles. He shares them equally among 2 friends. How many marbles does each friend get?
3. Reena has 56 blocks. She makes 8 equal stacks. How many blocks are there in each stack?
4. Mohan invites 8 friends to his birthday party. He distributes 48 balloons equally among them. How many balloons did each friend get?
5. Mom bought 18 chocolates for the party and distributed them equally among 3 gift pouches.

						By adding the product from 2 and 5 tables we can get the product of 7 tables. (2+5=7)
						Activity – 6
						After the children know that equal distribution is division, the teacher can start with the next method.
						The child has the liberty to arrive at the answer by any method by repeated subtraction, distribution or division.
						Eg. 78 ÷ 2
						
						$$\begin{array}{r}10+10+10+9\\2\overline{)\,7\;8}\\-2\;0\\\hline5\;8\\\\-\;2\;0\\\hline3\;8\\\\-\;2\;0\\\hline1\;8\\\\1\;8\\\hline0\end{array}$$
							How many chocolates did she place in each pouch?
							6. There are 72 sandwiches to be arranged equally in 8 trays. How many sandwiches will there be in each tray?
							7. Dad has planned 12 total prizes for the party. Each game would have 3 winners. How many games will be played at the party?
							8. Mom places 18 paper plates on the table in 9 rows. How many paper plates are there in each row?
							9. A rich merchant had 10 camels. He gave them equally to his 5 sons. How many camels did each son get?
							10. There are 9 moths with a total of 72 green spots on their wings. If each moth has the same number of spots, how many spots on each moth?
							
							Frame your own questions
							   1. A magician has 40 bunnies. He wants to place 4 bunnies in each cage.
							   2. A class has 44 students. They are divided into 4 sections.

					Ans. 10+10+10+9= 39 The child can divide till the child is left with 0 or a number less than 2.More practice problems can be given.	3. A class picnic is estimated to cost Rs 63. There are 9 children in the class. 4. 16 children in a class are to be assigned 4 Science projects. 5. The Math teacher wishes to solve 36 sums. She solves 6 sums each day.