Grade 4 Mathematics

Term 2 - 50 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

50 complete, ready-to-teach Grade 4 Mathematics lesson plans for Term 2, covering division, fractions, length, area, mass, volume and capacity.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.5	Division	8
1.6	Fractions	6
2.1	Length	10
2.2	Area	8
2.3	Mass	6
2.4	Volume	6
2.5	Capacity	6

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- A worked example, then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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ELIMU254

Division as equal sharing and grouping

Strand 1.0 NUMBERS > Sub-strand 1.5 DIVISION | Lesson 1 of 8 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) share a number of objects equally; b) write a division sentence for sharing and grouping

KEY INQUIRY QUESTION(S)

- How is division related to multiplication?
- When do you get a remainder in division?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Financial literacy**	Examples use shillings and cents, shopping, saving and simple budgets.

LEARNING RESOURCES

Bottle tops or counters | Multiplication table chart | Sticks in bundles of ten | Play money | Squared paper | Chalkboard and chalk

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

divide | dividend | divisor | quotient | remainder | share equally | group

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "You have 24 mandazis to share equally among 4 children. How many does each get? What if you pack them 4 in a bag - how many bags?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Work through the worked example on the next page, thinking aloud. Use bottle tops or counters, multiplication table chart, sticks in bundles of ten. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "20 pencils are shared equally among 5 learners. How many does each learner get?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Two meanings of 24 ÷ 4

Sharing: 24 counters shared equally into 4 groups gives 6 in each group.

Grouping: 24 counters put into groups of 4 gives 6 groups. Both are written 24 ÷ 4 = 6.

Division is the opposite of multiplication: 6 × 4 = 24, so 24 ÷ 4 = 6.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	24 ÷ 4	**24 ÷ 4 = 6**
2	18 ÷ 3	**18 ÷ 3 = 6**
3	36 ÷ 9	**36 ÷ 9 = 4**
4	20 pencils are shared equally among 5 learners. How many does each learner get?	**20 ÷ 5 = 4 pencils**

WATCH OUT FOR

Learners divide the smaller number by the larger (4 ÷ 24). The number being shared is written first.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can share a number of objects equally confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can share a number of objects equally accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly share a number of objects equally, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet share a number of objects equally without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Use counters: let the learner actually deal out 24 counters into 4 piles.
Learners ready for more	Share 48 sweets equally among 4, 6 and 8 children. What do you notice? (Answer: 48 ÷ 4 = 12, 48 ÷ 6 = 8, 48 ÷ 8 = 6. The more children sharing, the fewer sweets each gets)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "division as equal sharing and grouping" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

ELIMU254

Dividing by using multiplication facts

Strand 1.0 NUMBERS > Sub-strand 1.5 DIVISION | Lesson 2 of 8 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) divide a 2-digit number by a 1-digit number without a remainder using multiplication facts; b) check a division by multiplying

KEY INQUIRY QUESTION(S)

- How is division related to multiplication?
- When do you get a remainder in division?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
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KEY WORDS

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THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "What times 6 gives 48? How does knowing that help us work out 48 ÷ 6?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Work through the worked example on the next page, thinking aloud. Use bottle tops or counters, multiplication table chart, sticks in bundles of ten. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "45 ÷ 5, then check by multiplying."	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Using a multiplication fact to divide 48 ÷ 6

Ask: 6 times what number gives 48? From the 6 times table, 6 × 8 = 48.

So 48 ÷ 6 = 8.

Check by multiplying: 8 × 6 = 48. The answer times the divisor gives the number we started with.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	56 ÷ 7	**56 ÷ 7 = 8**
2	63 ÷ 9	**63 ÷ 9 = 7**
3	72 ÷ 8	**72 ÷ 8 = 9**
4	45 ÷ 5, then check by multiplying.	**45 ÷ 5 = 9; check: 9 × 5 = 45**

WATCH OUT FOR

Learners who have not learned their times tables find division very hard. Spend a few minutes each lesson on quick recall of the tables.