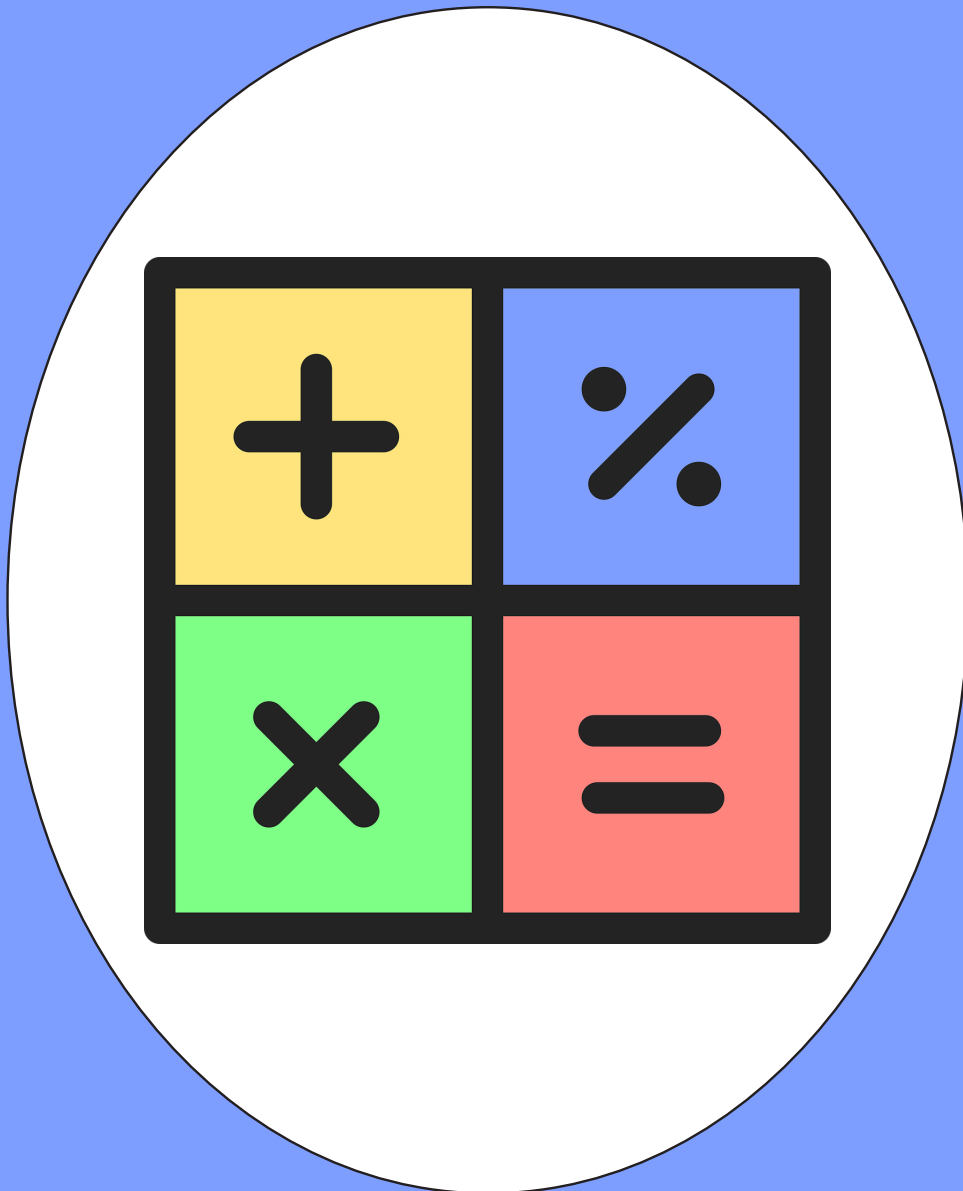


**BeeOne Indian Primary**

# MATHEMATICS

**NCERT & CBSE** Syllabus

## The Transport Museum



By  
Mrs. Lakshmi Chintaluri

**GRADE**

**4**

**Chapter 13**



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Mrs. Lakshmi Annapurna Chintaluri has been in the field of education for more than 24 years donning multiple roles in India from a teacher to a successful entrepreneur with NIIT, who pioneered multimedia based interactive integration of technology with education. She slotted seamlessly into the role of Academic

Supervisor/Coordinator (Vice Principal) of a school attached to Cambridge University in Saudi Arabia, leading the core team that took the school to new heights and following it up with a Principal's role in an Indian School, affiliated to CBSE, in Dubai, UAE, using every opportunity in this journey to hone her skills.

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# Foreword

**Mrs. Lakshmi Annapurna Chintaluri** always believes that quality education and educational resources should be imparted to each and every child.

**Mrs. Lakshmi Annapurna Chintaluri** has completed her **Masters in Sociology** from Madurai Kamaraj University, Honours in Systems Management from NIIT Ltd., and acquired the Certificate in Advanced Educational Leadership from **Harvard University, USA**.

We thank **Mrs Lakshmi Chintaluri**, the author of this workbook and her team of writers in producing this engaging workbook.

We also thank **Mr Sundar Rajagopalan** who encourages us to dream big.

The worksheets and exercise in the workbooks are very engaging, designed well for ease of use, will give sufficient practice for students, can be easily downloaded in any computer or smartphone. *Answer keys are given* at the end of each chapter. This is the objective of the New Education Policy, NEP 2020.

BeeOne Media is the creator of **www.grade1to6.com** for Indian, PYP, IB, Common Core and most International curriculum while **www.class1to12.com** covers the NCERT / CBSE/ SCERT syllabus.

We are proud to be associated with **Akshayapatra** in our endeavour to reach out to school children all over India.

Best wishes to children, parents, teachers & schools for a great academic year.

Regards  
**Balaji V**  
CEO  
**BeeOne Media Pvt. Ltd.**  
New Delhi.

# Table of Content

Multiplication, Division, Doubles

Multiplication, Patterns

Multiplication Word Problems

Multiplication, Division, Doubles

Mystery Matrix

Fill the yellow boxes with 1-digit numbers such that you get the products given in the white boxes.

×				
	49			
			14	
		21		
			63	

×				
	25			
			40	
		15		
			55	

Fill the yellow boxes with 1-digit numbers such that you get the products given in the White boxes.

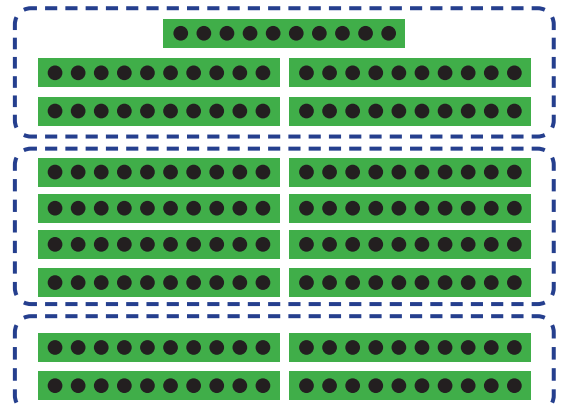
Times-10

Match each problem with the appropriate pictorial representation and write the answer.

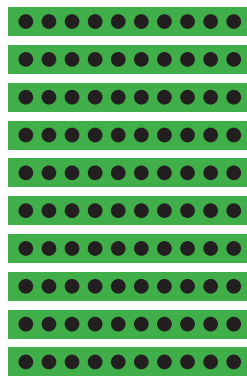
$2 \times 10 = 2 \text{ Tens} = \underline{\hspace{2cm}}$

$5 \times 10 = \underline{\hspace{1cm}} \text{ Tens} = \underline{\hspace{2cm}}$

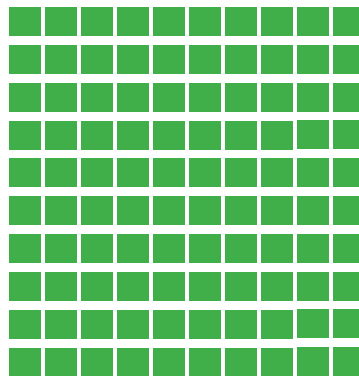
$8 \times 10 = \underline{\hspace{1cm}} \text{ Tens} = \underline{\hspace{2cm}}$



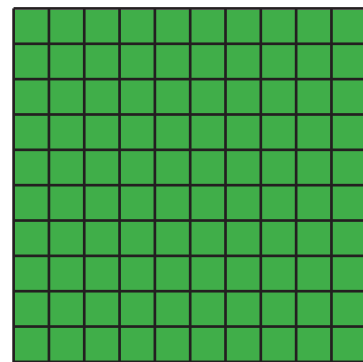
Multiplication, Division, Doubles



10 Tens



10 Tens



1 Hundred = 100

What is  $10 \times 10 =$  \_\_\_\_ Tens = \_\_\_\_\_

How many pebbles are there in this arrangement? \_\_\_\_\_

How did you find out?

\_\_\_\_\_

\_\_\_\_\_



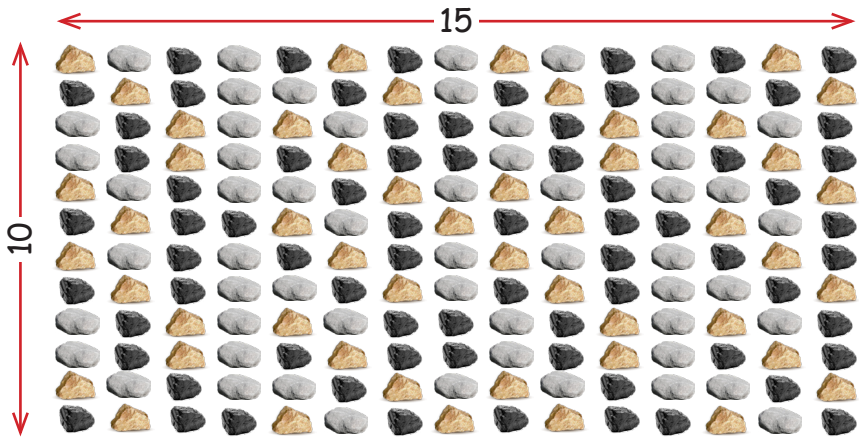
This is a  $5 \times 15$  arrangement. Is there an easy way to find this product by splitting the arrangement. Please explain below.



Multiplication, Division, Doubles

Now construct a times-15 table. You may use the arrangement given below and split the columns into 10 and 5 for ease of counting, as read earlier.

Find  $1 \times 15$ ,  
 $2 \times 15$ , and so on.



- $1 \times 15 = \underline{\quad}$
- $2 \times 15 = \underline{\quad}$
- $3 \times 15 = \underline{\quad}$
- $4 \times 15 = \underline{\quad}$
- $5 \times 15 = \underline{\quad}$
- $6 \times 15 = \underline{\quad}$
- $7 \times 15 = \underline{\quad}$
- $8 \times 15 = \underline{\quad}$
- $9 \times 15 = \underline{\quad}$
- $10 \times 15 = \underline{\quad}$

1. What patterns do you see in this table?
2. Compare the times-15 table with the times-5 table. What similarities and differences do you notice?


What times-table is this?           
How did we get this?

Times - 5	Times - 15
$1 \times 5 = 5$	$1 \times 15 = 15$
$2 \times 5 = 10$	$2 \times 15 = 30$
$3 \times 5 = 15$	$3 \times 15 = 45$
$4 \times 5 = \underline{\quad}$	$4 \times 15 = \underline{\quad}$
$5 \times 5 = \underline{\quad}$	$5 \times 15 = \underline{\quad}$
$6 \times 5 = \underline{\quad}$	$6 \times 15 = \underline{\quad}$
$7 \times 5 = \underline{\quad}$	$7 \times 15 = \underline{\quad}$
$8 \times 5 = \underline{\quad}$	$8 \times 15 = \underline{\quad}$
$9 \times 5 = \underline{\quad}$	$9 \times 15 = \underline{\quad}$
$10 \times 5 = \underline{\quad}$	$10 \times 15 = \underline{\quad}$

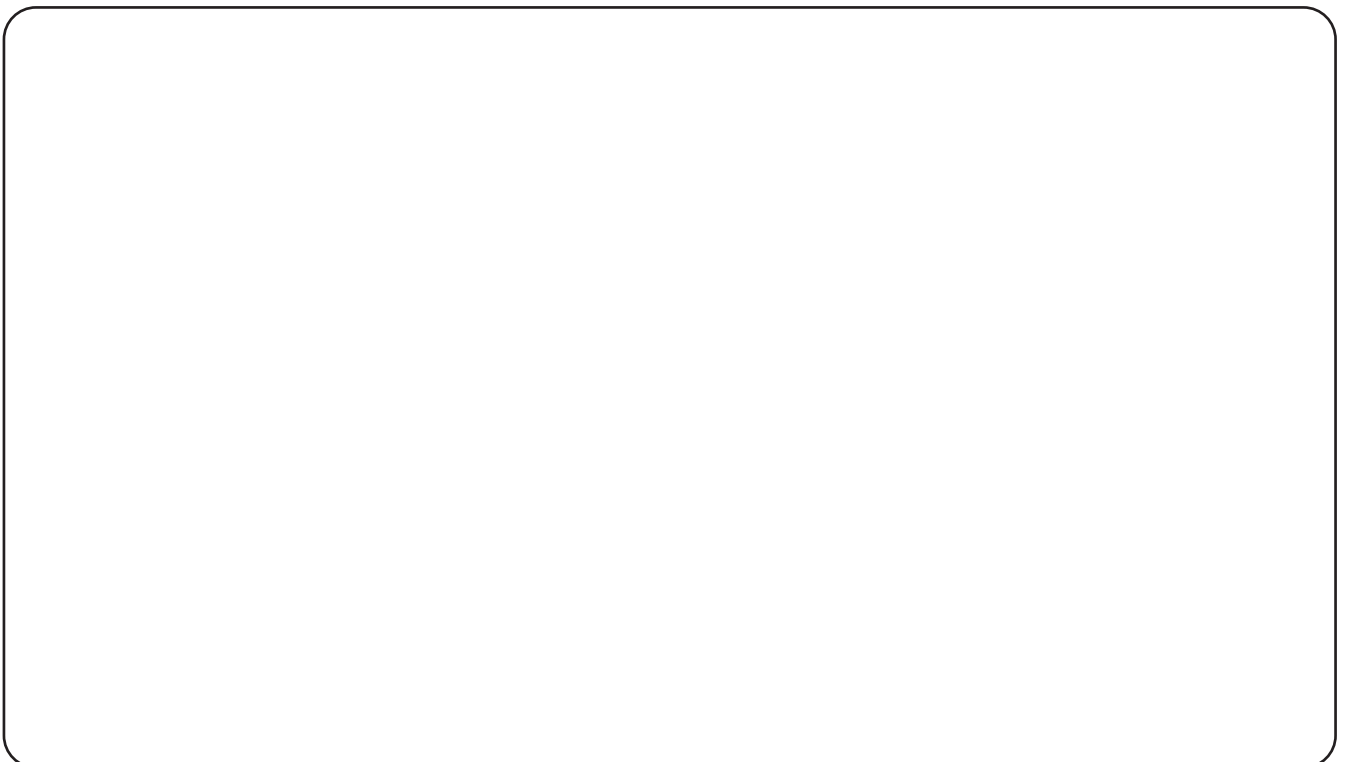
$15 - 5 = 10$   
 $30 - 10 = 20$   
 $45 - 15 = 30$   
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Multiplication, Patterns**

3. Construct other times-tables for numbers from 11 to 20, as you did for 15.



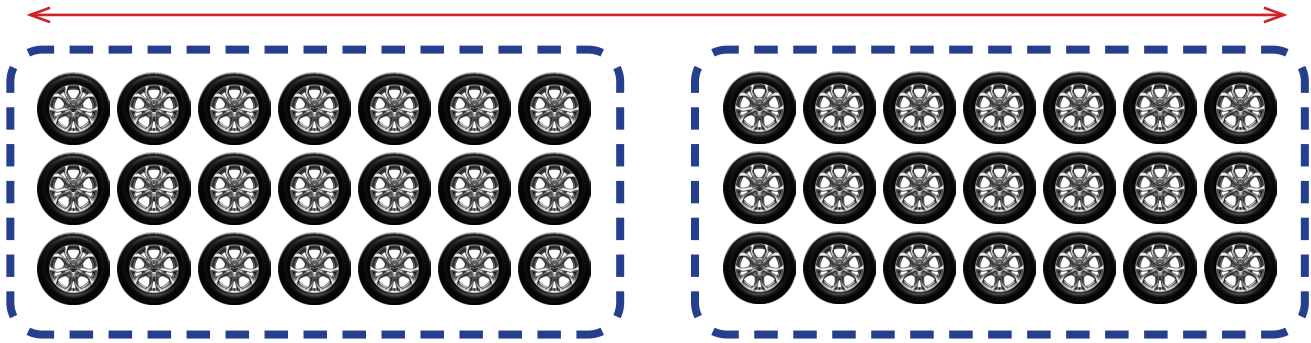
4. As you compared the times-5 table with the times-15 table, compare the times-1 table with the times- 4 table, the times-2 table with the times-6 table, and so on. Share your observations.



## Multiplication, Patterns

## Making tables by splitting into equal groups

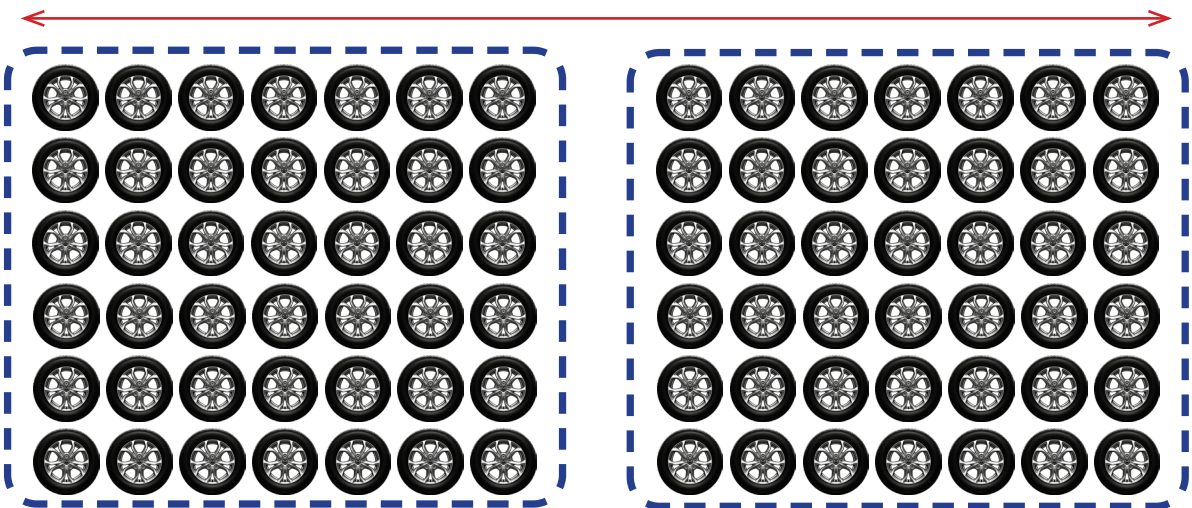
Here is an arrangement of wheels. To count the total number of wheels, Rajiv splits them into two equal groups.



$$\begin{aligned}
 2 \times 4 &= 2 \times 2 \text{ and } 3 \times 2 \\
 &= 4 + 4 = \text{double of } 4 \\
 &= 8
 \end{aligned}$$

Similarly,  $6 \times 14$  can be obtained by splitting the arrangement into two equal groups.

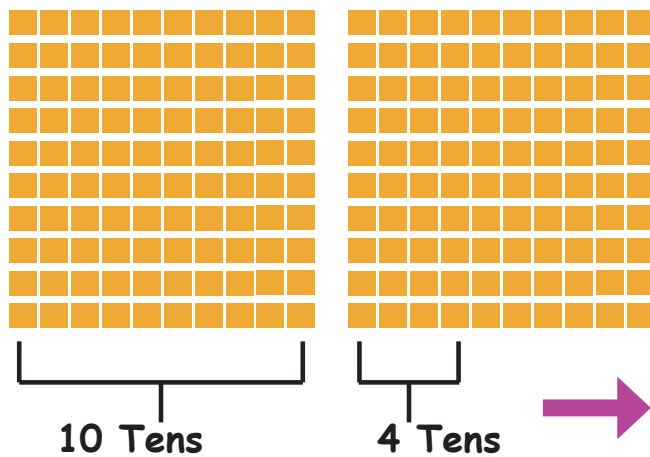
$6 \times 14 = \text{Double of } 6 \times 7$   
Why?



### Multiplication, Patterns, Tens and Ones

Give some examples of times-tables that can be constructed by splitting into equal groups and doubling? Give examples.

#### Multiples of 10



$$14 \times 10 = 14 \text{ Tens}$$

$$\begin{aligned} &= 10 \text{ Tens} + 4 \text{ Tens} \\ &= 100 + 40 \\ &= 140 \end{aligned}$$

Find the answers to the following:

a)  $15 \times 10 = \underline{\quad\quad} \text{ Tens} = \underline{\quad\quad}$

b)  $19 \times 10 = \underline{\quad\quad} \text{ Tens} = \underline{\quad\quad}$

c)  $16 \times 10 = \underline{\quad\quad} \text{ Tens} = \underline{\quad\quad}$

d)  $20 \times 10 = \underline{\quad\quad} \text{ Tens} = \underline{\quad\quad}$

e)  $11 \times 10 = \underline{\quad\quad} \text{ Tens} = \underline{\quad\quad}$

f)  $13 \times 10 = \underline{\quad\quad} \text{ Tens} = \underline{\quad\quad}$

g)  $17 \times 10 = \underline{\quad\quad} \text{ Tens} = \underline{\quad\quad}$

h)  $18 \times 10 = \underline{\quad\quad} \text{ Tens} = \underline{\quad\quad}$

## Multiplication Word Problems

1. Riya arranged 6 rows of chairs for a school event. Each row had 8 chairs. How many chairs did she arrange in total?

2. Arjun has 9 boxes of crayons. Each box contains 5 crayons. How many crayons does he have?

3. Sita packed 4 lunchboxes for her cousins. Each lunchbox had 7 idlis. How many idlis did she pack in total?

4. There are 5 shelves of storybooks in the library. Each shelf holds 10 books. How many storybooks are there in total?

5. Aman bought 3 sets of badminton shuttlecocks. Each set has 6 shuttlecocks. How many shuttlecocks did he buy?

## Multiplication Word Problems

1. Kavya made 7 rangolis for a Diwali competition. She used 6 colours for each rangoli. How many colours did she use in total?

2. Dev planted 8 rows of marigold plants. Each row had 9 plants. How many marigold plants did he plant?

3. Nisha filled 5 plates with 4 laddus each. How many laddus did she serve?

4. A truck carries 12 bags of rice. Each bag weighs 25 kg. What is the total weight of the rice bags?

5. Rehan gave 10 friends 2 friendship bands each. How many bands did he give in total?

## Multiplication Word Problems

1. Veer set up 6 tents. Each tent could hold 4 students. How many students could sleep in the tents?

2. Aarti made 5 batches of dosas. Each batch had 6 dosas. How many dosas did she make?

3. There are 9 classrooms in a school. Each classroom has 8 benches. How many benches are there in total?

4. Tanvi made 3 gift hampers. Each hamper had 10 chocolates. How many chocolates did she use?

5. A farmer grows 7 rows of onions. Each row has 11 onion plants. How many onion plants are there?

## Multiplication Word Problems

1. In a school, 4 students from each of the 9 classes brought plants for the eco-club. How many students brought plants?

2. Pranav bought 6 boxes of colour pencils. Each box had 12 pencils. How many colour pencils did he buy?

3. Aarti arranged 5 photo frames in each room. If there are 6 rooms in the house, how many photo frames are there?

4. Tara read 3 storybooks each day for 7 days. How many storybooks did she read in total?

5. Harsh made 4 friendship cards for each of his 5 cousins. How many cards did he make?

## Multiplication Word Problems

1. Maya bought 7 bangles for each of her 3 sisters. How many bangles did she buy in total?

2. A vendor sells 9 bunches of bananas. Each bunch has 6 bananas. How many bananas does he sell?

3. Rohit tied 5 flags on each of the 8 poles during Independence Day celebrations. How many flags did he use?

4. Diya bought 4 packets of sweets. Each packet had 9 laddus. How many laddus did she buy?

5. Sameer painted 6 pots. He used 3 colours for each pot. How many times did he use colours in total?

# Grade 4 Math Answer Sheet

## Page 4

Mystery matrix: Student led activity

Times 10

5

8

## Page 5

10 tens and one Ones

90,  $6 \times 15$  pebbles = 90

Can make it into  $3 \times 9$

## Page 6

Similarities

1. **Pattern of Increase:** Both tables show a consistent increase with each multiplication. The times-5 table increases by 5 each step (e.g., 5, 10, 15), while the times-15 table increases by 15 (e.g., 15, 30, 45), reflecting their respective multipliers.

2. **Ends in 0 or 5:** All products in both tables end in 0 or 5 because both 5 and 15 are multiples of 5, making the units digit of each result either 0 (for even multiples) or 5 (for odd multiples).

3. **Common Multiples:** Some numbers appear in both tables as multiples align. For example:

○ 15 ( $5 \times 3 = 15$ ,  $15 \times 1 = 15$ )

○ 30 ( $5 \times 6 = 30$ ,  $15 \times 2 = 30$ )

○ 45 ( $5 \times 9 = 45$ ,  $15 \times 3 = 45$ ) This occurs

because 15 is a multiple of 5 ( $15 = 5 \times 3$ ), so every product in the times-15 table is also a multiple of 5.

4. **Linear Growth:** Both tables follow a linear pattern where each subsequent value is the previous value plus the original number (5 or 15).  
**Differences**

1. **Magnitude of Values:** The times-15 table produces larger numbers than the times-5 table for the same multiplier. For instance,  $5 \times 5 = 25$ , but  $15 \times 5 = 75$ , showing that multiplying by 15 yields three times the value of multiplying by 5 (since  $15 = 3 \times 5$ ).

2. **Increment Size:** The step increase in the times-15 table is 15, while in the times-5 table it is 5, making the 15 table grow faster.

3. **Range of Products:** For the same range (e.g., up to 10), the times-15 table reaches 150, while the times-5 table reaches only 50, highlighting a significant difference in scale.

4. **Unit Digit Pattern:** While both end in 0 or 5, the times-15 table's higher values mean the tens, hundreds, etc., digits grow more quickly. For example,  $5 \times 8 = 40$  (two

digits), but  $15 \times 8 = 120$  (three digits).

## Page 7, 9 and 9

Student led activity

## Page 10

48 chairs

45 crayons

28 idlis

50 storybooks

18 shuttlecocks

## Page 11

42 colours

72 marigold plants

20 laddus

300 kg

20 bands

## Page 12

24 students

30 dosas

72 benches

30 chocolates

77 onion plants

## Page 13

36 students

72 colour pencils

30 photo frames

21 storybooks

20 cards

## Page 14

- 21 bangles
- 54 bananas
- 40 flags
- 36 laddus
- 18 times

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4

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