# MATHEMATICS−5

## SEMESTER

**1**

# Contents

# Large Numbers

**1**

## LESSON PLAN

### SPECIFIC OBJECTIVES

The students will
❍ understand the concept of large numbers.
❍ learn how to read and write 7-,8- and 9-digit numbers using the Indian place-value chart.
❍ know the successor and predecessor of very large numbers.
❍ learn comparing and arranging of large numbers.
❍ understand the formation of larger numbers.
❍ learn rounding off the large numbers
❍ know about the International place-value table.
❍ learn how to read and write 7-, 8- and 9-digit numbers using the International place value chart.
❍ read and understand about Roman numerals.
❍ know the application of large numbers in day-to-day life.

## CONTENTS EXPLAINED INSIDE THE CHAPTER

❍ Seven-Digit Numbers (Pages 77–79)
❍ Eight-Digit Numbers (Page 80)
❍ Nine-Digit Numbers (Pages 81–86)
❍ Successor and Predecessor (Pages 86–87)
❍ Comparison of Numbers (Pages 87–89)
❍ Largest and Smallest Numbers Using Given Digits (Pages 89–90)
❍ Rounding off Numbers (Pages 91–93)
❍ International System of Numeration (Pages 94–99)
❍ Roman Numerals (Pages 99–101)

## TEACHING AIDS

A few collections of large numbers like population of states, big cities, countries, etc., abacus, chart paper, chalk, blackboard, etc.

## TEACHING STRATEGY

○ First, the teacher should talk about the importance of large numbers in our daily life and then she should instruct the students to solve the questions given in 'Let Us Recall' exercise.

○ Then, the teacher should extend the family of large numbers and motivate the students to read and write 7-, 8- and 9-digit numbers according to the Indian system of numeration. She should ask them to focus on the new periods and places that come in the left side of place-value chart.

○ She should also explain the place values of the digits and expanded/compact form of the numbers. For text and exercise, she should go to pages 77–86.

○ Again, the teacher should talk about the successor and predecessor of large numbers. Thereafter, she should teach them how to compare and order the numbers. She should also explain the formation of the greatest/smallest numbers using the given digits. For text and exercise, she should go to pages 86–90.

○ Thereafter, the teacher should teach them rounding off the numbers to nearest tens, hundreds, thousands, ten-thousands, lakhs, etc., and explain their applications in day-to-day life. Also, she should go to pages 91–93 for text and exercise.

○ After that, the teacher should also introduce them about the International system of numeration and explain the differences and similarities between the two systems. Then, she should encourage them to read, write and understand 7-, 8- and 9-digit numbers according to the International place-value chart. For text and exercise, she should go to pages 94–99.

○ As the students have learnt the Roman numerals up to 100 in the previous classes, the teacher should first recall them and then extend for bigger numerals. For text and exercise, she should go to pages 99–101.

○ Further, the teacher should involve the students in solving the questions of "THINK AND ANSWER" and then enjoy doing Fun Zone.

○ Finally, she should instruct them to complete the Project work as Home Assignments.

## EXPECTED LEARNING OUTCOMES

Students are able to

○ read and understand large numbers.

○ express the numbers in words and figures according to the Indian as well as International systems of numeration.

○ find out the successor and predecessor of large numbers.

○ compare and arrange the given numbers.

○ form the smallest/biggest number using the instructed digits.

○ round off large numbers.

○ read and write the Roman numerals.

○ understand the importance of large numbers in daily life.