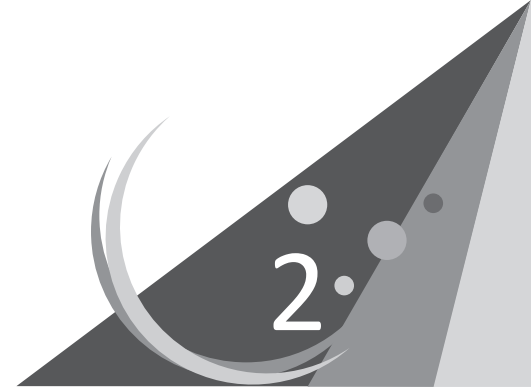


Decimals



LESSON PLAN

SPECIFIC OBJECTIVES

The students will

- know about decimal fractions.
- understand the meaning of tenths, hundredths and thousandths.
- learn how to read and write decimals using place-value chart
- know about equivalent decimals.
- be able to understand like and unlike decimals and can convert unlike decimals into like decimals.
- learn comparing and ordering of decimals.
- know addition and subtraction of decimals.
- be able to use decimals in all forms of measurement, i.e., length, weight, capacity and money.

CONTENTS EXPLAINED INSIDE THE CHAPTER

- Knowing Decimal Fractions (pages 88–89)
- Place Value Chart (pages 90–93)
- Equivalent Decimals (page 93)
- Like and Unlike Decimals (page 94)
- Comparison of Decimals (pages 95–96)
- Addition of Decimals (pages 96–97)
- Subtraction of Decimals (pages 97–99)
- Use of Decimals (pages 99–101)

TEACHING AIDS

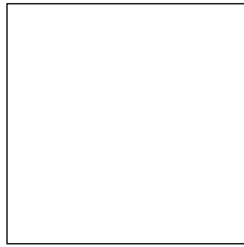
10 × 1 square strips, 10 × 10 square grids, unit cubes, paper, pencils, etc.

TEACHING STRATEGY

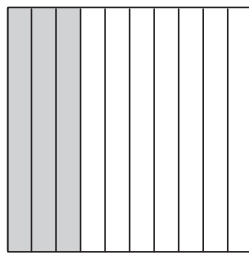
- First, the teacher should explain to them the terms tenths, hundredths and thousandths and discuss with them how to read and write a decimal number. She should also discuss with them about place-value chart. For text and exercise, she should go to pages 88–93.
- Further, she should develop their concept of equivalent decimals. For this, she may involve them in an activity as shown below.

Instruction:

- First, ask the students to draw a square in their notebooks.

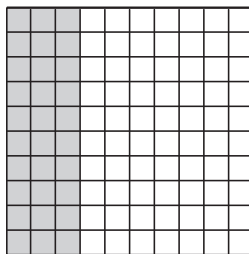


- Then, ask them to divide it vertically in 10 equal parts. Now, shade certain parts and express the shading in decimals. Let them shade as follows:



$\frac{3}{10}$ or 0.3 part is shaded.

- Again, ask them to divide it horizontally into 10 equal parts and express the shading in another way. Let them show as:



$\frac{30}{100}$ or 0.30 part is shaded.

Thus, they will conclude that

$$0.3 = 0.30 \text{ (since both represent the same shading)}$$

Hence, the teacher should explain them about these **equivalent decimals** given on page 93.

- Thereafter, the teacher should explain to them about like and unlike decimals. She should also explain to them how to convert unlike decimals into like decimals. Then, she should introduce them comparison of decimals. For text and exercise, she should go to pages 94 – 96.
- Further, the teacher should teach them about addition of decimals. She can also involve the students in performing Maths Lab Activity to reinforce the concept. Again, she should explain them about the subtraction of decimals. For text and exercise, she should go to pages 96–99.
- Henceforth, she should teach them about uses of decimals in all forms of measurement, i.e., length, weight, capacity and money. For this, she should use newspapers, etc., to give real life examples. After that, she should go through pages 99–101 for text and exercise.
- After that, she should encourage them to solve the puzzle by simplifying the sums given with each point.

EXPECTED LEARNING OUTCOMES

Students are able to

- read and understand the decimals.
- convert decimals into fractions and vice versa.
- express the decimals into their expanded notations.
- understand equivalent, like and unlike decimals.
- convert unlike into like decimals.
- compare and order the given decimals.
- add/subtract the given decimals.
- use decimals in all forms of measurement.