

Decimals

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 they can convert unlike decimals into like decimals.
- learn comparing and ordering of decimals.
- know addition and subtraction of decimals.

CONTENTS EXPLAINED INSIDE THE CHAPTER

- Knowing Decimal Fractions (pages 81–83)
- Place Value Table (pages 83–86)
- Equivalent Decimals (page 86)
- Like and Unlike Decimals (pages 86–87)
- Comparing and Ordering Decimals (pages 87–89)
- Addition of Decimals (pages 89–90)
- Subtraction of Decimals (pages 90–91)

TEACHING AIDS

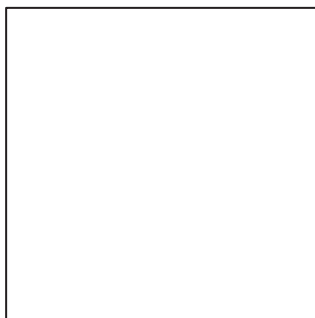
10 × 1 square strips, 10 × 10 square grids, unit cubes, paper, pencils, etc.

TEACHING STRATEGY

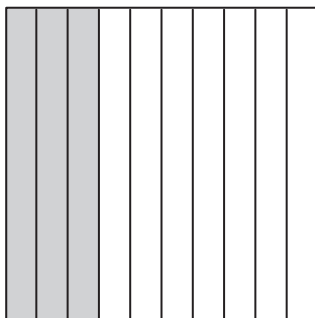
- First, the teacher should explain to them the terms tenths, hundredths and thousandths and discuss with them how to read and write a decimal number. She should also discuss with them about place-value table. For text and exercise, she should go to pages 81–86.
- Further, she should develop their concept 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.

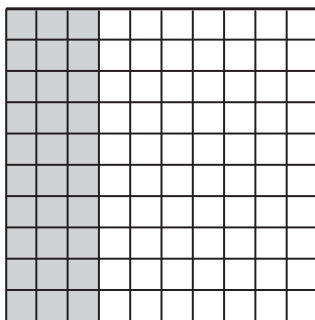


- Then, ask them to divide it vertically in 10 equal parts. Now, shade certain parts and express the shading in decimals. Let them shade as follows:



$\frac{3}{10}$ 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**.

- 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 comparing and ordering of decimals. For text and exercise, she should go to pages 86 – 89.

- 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 89–91.
- 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.