

Decimals

SPECIFIC OBJECTIVES

The students will

- know the need of decimals to express something in day-to-day life.
- learn how to read and write a decimal.
- learn conversion of a decimal into a fraction and vice versa.
- understand the equivalent, like and unlike decimals.
- know comparing and ordering of the decimals.
- be able to add/subtract the decimals.
- learn the multiplication of decimals.
- understand the shortcuts to make the multiplication easier.
- know the division of decimals and its shortcuts.

CONTENTS EXPLAINED INSIDE THE CHAPTER

- Need of Decimals (pages 138–140)
- Equivalent, Like and Unlike Decimals (page 141)
- Comparing Decimals (pages 141–142)
- Addition and Subtraction of Decimals (pages 143–145)
- Multiplication of Decimals (pages 145–147)
- Division of Decimals (pages 147–151)

TEACHING AIDS

Tracing paper, chart paper, plain paper, a pencil, sketch pens, a ruler, a chalk and a blackboard

TEACHING STRATEGY

- As students are familiar with decimals, so, the teacher need to recall their concepts by doing 'Let Us Recall' exercise.
- Next, the teacher should instruct them to focus on the importance and uses of decimals in daily activities. Again, she should explain them reading to about and writing a decimal through place-value system.

- Further, the teacher should explain them how to convert a decimal into a fraction and a fraction into a decimal. For text and exercise, she should go to pages 138–140.
- Thereafter, the teacher should talk to them about equivalent, like and unlike decimals. She should also explain to them how to convert unlike decimals into like decimals.
- Then, she should develop the ideas for comparing and ordering of the decimals. For text and exercise, she should go to pages 141–142.
- After that, the teacher should teach them ‘addition and subtraction of decimals’. Then, she should instruct them to focus on its application in measurement and currencies. For text and exercise, she should go to pages 143–145.
- Henceforth, the teacher should introduce them the multiplication of a decimal by whole/decimal. She should also explain them continued multiplication of decimals. She should develop the idea of shortcuts for multiplying a decimal by 10, 100 and 1000. For text and exercise, she should go to pages 145–147.
- Now, the teacher should discuss with them about the operation of division of decimals as explained on pages 147–150 she should encourage to do exercise 5.5.
- Finally, the teacher should involve the class in practising Maths Lab Activity to reinforce the idea of multiplication.

EXPECTED LEARNING OUTCOMES

Students are able to

- read and write decimals using place-value system.
- convert a decimal into a fraction and a fraction into a decimal.
- recognise equivalent, like and unlike decimals.
- change unlike into like decimals.
- compare and order the given decimals.
- do the four basic operations for decimals.
- use shortcuts to evaluate the sum mentally.
- understand the application of decimals in daily life situations.