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Numbers (up to 4 digits)

LESSON PLAN

SPECIFIC OBJECTIVES

The students will

- learn how to read and write the 4-digit numbers.
- know the expanded and short forms of a 4-digit number.
- be able to obtain the successor and predecessor of a given 4-digit number.
- know the place values of digits in 4- digit numbers.
- know the 4-digit numbers on an abacus.
- learn comparing and ordering of given numbers.
- know how to form the four-digit numbers using the given digits.
- be able to round off the given numbers to the nearest tens, hundreds and thousands places.
- introduce the Roman numerals.

CONTENTS EXPLAINED INSIDE THE CHAPTER

- Four Digit Numbers (pages 77–80)
- Place Value (pages 80–81)
- Place Value of Digits (pages 81–82)
- Number Names (pages 82)
- Expanded Form (pages 82–83)
- Abacus Time (pages 84–86)
- Successor and Predecessor (pages 86–87)
- Skip counting (pages 87–88)
- Comparison of Numbers (pages 89–92)
- Rounding Off Numbers (pages 92–95)
- Roman Numerals (Pages 95–96)

TEACHING AIDS

- An abacus having 4 pins, unit blocks, placards or flashcards, matchsticks, a chalk and a blackboard.

TEACHING STRATEGY

- First, the teacher should recall the numbers up to 999 in words and figures. After completing, she should ask the students to do 'Let Us Recall' questions given on pages 76–77.
- Then, the teacher should introduce the 4-digit numbers using blocks or any other tool. Next, she should extend the 4-digit numbers on the blackboard. Finally, she should go to pages 77–82 for text and exercises 1.1 & 1.2.
- Thereafter, the teacher should introduce them about the predecessor and successor of a number. Then, she should go to pages 86–87 for text and exercise.
- Further, she should use blackboard and chalk to explain the place values of digits in a given 4-digit number. Also, she should explain them how to use place value of the digits to expand a number. Thereafter, she should go through the pages 80–82 for related text and exercise.
- Now, the teacher should use a “four pin abacus” to show numeral of a four digit number on her table as given on pages 84–86 and then ask the students to do exercise 1.5 for providing more practice.
- Usually, the students think that they do not need to learn the things that they do not use in their daily life. So, the teacher should instruct them the use or purpose of these things that satisfies their curiosity.
- Here, she should introduces to them some daily life situations where they need to compare two numbers. Then, she should explain the rules of comparison as given on page 89. Moreover, she should explain ordering of numbers.
- Again, by giving some suitable real-life examples, she should explain them how to round off 4-digit numbers, when we don't have or we don't require the exact number. This rounding may be to the nearest tens, hundreds, thousands etc. For better understanding, she should move on to pages 92–95 for related text and exercise.
- Now, the teacher should talk about the history of number system in brief and then introduce them new number system called Roman Numerals. For this, she may use few matchsticks to express some Roman Numerals. Hence, she should go to pages 95–96 for text and exercise.

EXPECTED LEARNING OUTCOMES

Students are able to

- understand the 4-digit numbers.
- read and write such bigger numbers in words and figures.
- express a 4-digit number in expanded notation.
- get the predecessor as well as successor of a number.
- explain the place values of digits in the given number.

- represent 4-digit numbers on an abacus.
- compare and order the 4-digit numbers.
- frame the possible number of 4-digits using the given digits.
- round off numbers to the nearest ten, hundred, thousand, etc.
- understand and write the Roman numerals up to 39.
- know the 4-digit numbers in daily life.