

## LESSON PLAN 8

CLASS : 6 TEACHER'S NAME : N. VENKATA SRIKANTH 8790762195 SCHOOL: Z.P.H.S, PEDDADUGAM,JALUMURU MDL, SRIKAKULAM DIST

NAME OF THE UNIT	SUB-TOPICS	NO OF PERIODS REQUIRED			Time line for teaching	
		Teaching	Practice	TOTAL	From	To
DECIMALS	8.1 INTRODUCTION	4	6	10		
	8.2 COMPARING DECIMALS					
	8.3 USING DECIMALS					
	8.3.1 MONEY					
8.3.2 LENGTH						
8.3.3 WEIGHT						
8.4 ADDITION OF DECIMALS	4	6	10			
8.5 SUBTRACTION OF DECIMALS						
TOTAL	8	12	20			
	KEY CONEPTS	KEY VOCABULARY				
PRE-REQUISITES	Every Pupil is expected to have basic knowledge in # Fractions, part of a whole and writing decimals( familiar with it in class V) # Natural Numbers and Whole Numbers and Integers # expressing different units and their convection like length, weight, Money # ordering of integers, fractions # four basic operations $+, -, \times, \div$	# Decimal # Whole Part # Decimal Part # Comparision # Greater than # Less than # Length, Kilo metre, Metre, Centi Metre and Milli Metre			# Money, Rupees,Paise # Weight, Kilo grams and grams # Addition of decimals # Subtraction of decimals # Hundredth	

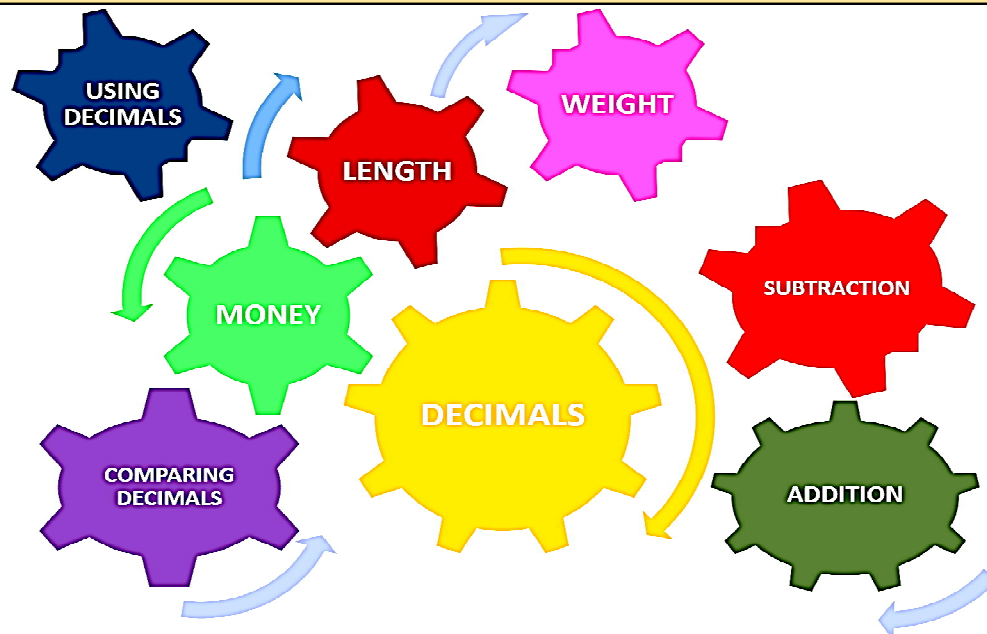
## Learning Outcomes

After Completion of this lesson every student will be able to

- # express different quantities in decimals.
- # Compare decimals
- # convert one unit of measure into another unit using decimals in the case of calculating money, measuring length and weight.
- # do addition and subtraction by arranging decimals in proper way (by writing unlike decimals into like decimals)
- # utilize the concept of decimals in real life situations
- # appreciates the importance of decimals in real life situations

## Teaching Learning Process

### MIND MAPPING



### Experience & Reflection

# Pupils will recollect their knowledge on fractions and decimal concept which they were familiar with in their previous lesson and class and utilize those concept in exploring the chapter of Decimals and perform various mathematical operations in Decimals

# Students will experience usage of Decimals in real life situations.

TEACHING PERIOD : 1,2,3		INTRODUCTION, COMPARING DECIMALS, USING DECIMALS, MONEY, LENGTH, WEIGHT	
CONCEPTS/STEPS	TEACHER ACTIVITY ( I DO )	GROUP ACTIVITY ( WE DO )	INDIVIDUAL ACTIVITY ( YOU DO )
KEY WORDS & PRE REQUISITES	Brain storming session involving children with pre-requisites vocabulary and concepts related to previous knowledge. Introduction of new vocabulary and key words associated with the concept # Decimal # Whole Part # Decimal Part # Comparison # Greater than # Less than # Length, Kilo metre, Metre, Centi Metre and Milli Metre # Money, Rupees,Paise # Weight, Kilo grams and grams	* Students read the pre-requisites and answer the questions to the teacher (whole class activity)	Every Pupil will read and write the key words in their note books
MIND MAPPING	Teacher writes the key word " DECIMALS" on the black board and will elicit its other related words through questioning and will draw pupils' attention towards key concepts in the lesson	Hetrogeneous groups are created. One group will read the words and other will explain the meaning	Pupils individually read the keywords associated with the lesson
CONCEPTUAL UNDERSTANDING	Teacher recalls children's knowledge on fractions which they are familiar with in their previous lesson along with the concept of decimals in real life situations. Here teacher reminds children about writing decimals which they have learnt in their previous classes. Teacher once again explains to children about the basic terminology like whole part and decimal part and the way of reading a decimal etc.,Now teacher demonstrates the way of comparing decimals in an easy step wise process in which first pupils will compare the whole part first and later will compare the decimal part beginning with comparison of the digit in tenth place and later hundredth place and later thousandth place and so on. Teacher conducts an activity on comparing decimals by dividing children into groups.	Whole class participates in the activity and ascertains learning of the concept	every child learns the concept through the learning activity.
LEARNING ACTIVITY	Later teacher involves children in an another activity where usage of these decimals occur in real life situations like transacting with money, measuring lengths and weights etc., Here teacher makes hetrogeneous groups of children and each group will be asked to express any day to day items we use in different units. One group will read out the units for example 57 rupees and 75 Paise, the other group will express it in decimals as 57.75 rupees. Groups with lowest margin of error will be the winner.Here teacher guides children in correcting any erroneous expression of decimals	<div style="border: 2px solid red; padding: 5px; margin-bottom: 10px;"> <ol style="list-style-type: none"> <li>1. 7 paise = ₹ 0.07</li> <li>2. 7 rupees 7 paise = ₹ 7.07</li> <li>3. 77 rupees 77 paise = ₹ 77.77</li> <li>4. 50 paise – ₹ 0.50</li> <li>5. 235 paise = ₹ 2.35</li> </ol> </div> <div style="border: 2px solid purple; padding: 5px; margin-bottom: 10px;"> </div> <div style="border: 2px solid red; padding: 5px;"> <p>Express the following as cm using decimals. (f) 83 mm</p> <math display="block">83 \text{ mm} = 83 \times 1 \text{ mm}</math> <math display="block">= 83 \times \frac{1}{10} \text{ cm}</math> <math display="block">= \frac{83}{10} \text{ cm}</math> <math display="block">= 8.3 \text{ cm}</math> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>As 10 mm = 1 cm 1 mm = <math>\frac{1}{10}</math> cm</p> </div> </div>	
SUMMARY	Techer writes the summary and procedure adopted in representing fractions on number line and converting mixed to improper and vice versa and asks children to read write and note	pupils will note down and read in groups	every individual reads the summary and notes it down
ASSESSMENT	Teacher gives some questions under Try these section and exercise 8.1 & 8.2 and asks children to solve	every group will do the sums by discussion among each other	every individual solves the sums on their own

PRACTICE PERIOD: 1,2,3		INTRODUCTION, COMPARING DECIMALS, USING DECIMALS, MONEY, LENGTH, WEIGHT													
CONCEPTS/STEPS	TEACHER ACTIVITY (I DO)	GROUP ACTIVITY (WE DO)	INDIVIDUAL ACTIVITY (YOU DO)												
KEY WORDS READING	Teacher writes the key words from previous class's teaching period and asks children to read and write them in note books # Decimal # Whole Part # Decimal Part # Comparison # Greater than # Less than # Length, Kilo metre, Metre, Centi Metre and Milli Metre # Money, Rupees,Paise # Weight, Kilo grams and grams	Whole class activity : one child comes to the board and reads the key words loudly and the remaining class follows.	Every child comes to the board and reads the key words and notes them down in their note books												
SIMILAR LINES READING	Teacher expresses some quantities in decimal units and gives some work sheets to children and asks them to express them in decimals using similar lines.  <div style="border: 2px solid pink; border-radius: 20px; padding: 10px; width: fit-content;"> <p>200 g</p> <math display="block">= 200 \times 1 \text{ g}</math> <math display="block">= 200 \times \frac{1}{1000} \text{ kg}</math> <math display="block">= \frac{200}{1000} \text{ kg}</math> <math display="block">= \frac{0200}{1000} \text{ kg}</math> <math display="block">= 0.200 \text{ kg}</math> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-top: 10px;"> <math>1000 \text{ g} = 1 \text{ kg}</math>  <math>1 \text{ g} = \frac{1}{1000} \text{ kg}</math> </div> </div> <div style="border: 2px solid green; border-radius: 20px; padding: 10px; width: fit-content; margin-top: 10px;"> <p><b>Metric units of length: kilometers, meters, centimeters and millimeters</b></p> <p>Grade 4 Measurement Worksheet</p> <p>Note: 1 kilometer (km) = 1,000 meter (m) 1 m = 100 centimeters (cm) = 1,000 millimeters (mm)</p> <p>Convert to the units shown:</p> <p>1. 0.65 km = _____ m    2. 0.88 km = _____ m  3. 9.8 km = _____ m    4. 0.79 km = _____ cm  5. 38 cm = _____ mm    6. 22 m = _____ cm  7. 4.9 km = _____ m    8. 6.1 km = _____ cm  9. 87 km = _____ m    10. 31 m = _____ mm</p> <p>Convert to the units shown:</p> <p>11. 5,000 cm = _____ km    12. 50.00 cm = _____ m  13. 7,000 cm = _____ m    14. 1,000 cm = _____ m  15. 2,000 mm = _____ cm    16. 700.0 cm = _____ km  17. 70.00 cm = _____ m    18. 500.0 m = _____ km  19. 30.00 m = _____ km    20. 7,000 mm = _____ m</p> </div>	Each group will observe the similar lines and will frame some more by discussion	Every Individual will frame some more using similar lines												
		<div style="border: 2px solid pink; border-radius: 20px; padding: 10px; width: fit-content; margin: auto;"> <p style="text-align: center;"><b>Exploration of Weight</b></p> <p style="text-align: center;"><b>Writing Weights in kg Using a Decimal Point</b></p> <p style="text-align: center;">Write each of these weights in kg using a decimal point. For example: 2kg 576g = 2.576kg</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 5px;">1. 2kg 476g = _____</td> <td style="padding: 5px;">12. 3kg 42g = _____</td> </tr> <tr> <td style="padding: 5px;">2. 5kg 342g = _____</td> <td style="padding: 5px;">13. 7kg 69g = _____</td> </tr> <tr> <td style="padding: 5px;">3. 8kg 544g = _____</td> <td style="padding: 5px;">14. 1kg 32g = _____</td> </tr> <tr> <td style="padding: 5px;">4. 3kg 561g = _____</td> <td style="padding: 5px;">15. 9kg 56g = _____</td> </tr> <tr> <td style="padding: 5px;">5. 9kg 701g = _____</td> <td style="padding: 5px;">16. 8kg 8g = _____</td> </tr> <tr> <td style="padding: 5px;">6. 4kg 760g = _____</td> <td style="padding: 5px;">17. 5kg 2g = _____</td> </tr> </tbody> </table> </div>		1. 2kg 476g = _____	12. 3kg 42g = _____	2. 5kg 342g = _____	13. 7kg 69g = _____	3. 8kg 544g = _____	14. 1kg 32g = _____	4. 3kg 561g = _____	15. 9kg 56g = _____	5. 9kg 701g = _____	16. 8kg 8g = _____	6. 4kg 760g = _____	17. 5kg 2g = _____
1. 2kg 476g = _____	12. 3kg 42g = _____														
2. 5kg 342g = _____	13. 7kg 69g = _____														
3. 8kg 544g = _____	14. 1kg 32g = _____														
4. 3kg 561g = _____	15. 9kg 56g = _____														
5. 9kg 701g = _____	16. 8kg 8g = _____														
6. 4kg 760g = _____	17. 5kg 2g = _____														
SUMMARY/ SYNOPSIS	Teacher once again writes important key words and procedures and asks children to spell, read,note down and practice.	pupils will note down and read the summary in groups	every individual spells and reads the summary and notes it down												
WRITING/ EDITING	Teacher gives some sums related to try these section and sums of exercise 8.1 & 8.2 and asks children to write them and checks the writings of children	One group will check the writings of the other and vice versa	Slow learners are focused and teacher will ascertain that every individual learns the concept												

TEACHING PERIOD : 4,5,6		ADDITION OF DECIMALS, SUBTRACTION OF DECIMALS	
CONCEPTS/STEPS	TEACHER ACTIVITY ( I DO )	GROUP ACTIVITY ( WE DO )	INDIVIDUAL ACTIVITY ( YOU DO )
KEY WORDS	Brain storming session involving children with key words # Addition of decimals # Subtraction of decimals # Hundredth	* Students read the keywords answer the questions to the	Every Pupil will read and write the key words in their note
CONCEPTUAL UNDERSTANDING	Teacher illustrates the concept of addition and subtraction of decimals through some exemplary sums from real life situations. Here teacher guides children in placing the decimal numbers in their exact positions while adding or subtracting. Teacher further guides children to convert all the given decimals into like decimals to avoid confusion while doing addition or subtraction. Later teacher conducts an activity on addition and subtraction of decimals among heterogeneous groups by giving different sets of decimal cards to each group and do the operations of + and -. The group which first performs the operations correctly will get the appraisal.	Each group will understand the concepts by participation in the activity	every child learns the concept through the learning activity and observation of TLM
<p>Addition and Subtraction of Decimals and Whole Numbers</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 2px solid purple; padding: 5px;"> <p style="text-align: center;">Addition</p> <math display="block">\begin{array}{r} 15.00 \\ + 12.56 \\ \hline 27.56 \end{array}</math> </div> <div style="border: 2px solid purple; padding: 5px;"> <p style="text-align: center;">Subtraction</p> <math display="block">\begin{array}{r} 13.75 \\ - 2.25 \\ \hline 11.50 \end{array}</math> </div> </div>	<div style="border: 2px solid pink; padding: 10px; text-align: center;"> <h3 style="color: red;">Adding Decimals</h3> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid gray; padding: 5px;"> <p style="color: red; font-weight: bold;">Example:</p> <math>0.32 + 12.965 + 1.1</math> </div> <div style="border: 1px solid gray; padding: 5px;"> <p style="color: red; font-weight: bold;">Example:</p> <math>51 + 14.02 + 2.1</math> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid gray; padding: 5px; font-size: small;"> <p>Line up the decimal points</p> <math display="block">\begin{array}{r} 0.320 \\ 12.965 \\ + 1.100 \\ \hline 14.385 \end{array}</math> <p style="font-size: x-small;">'Pad' with zeros</p> </div> <div style="border: 1px solid gray; padding: 5px; font-size: small;"> <p>Change whole number to decimal</p> <math display="block">\begin{array}{r} 51.00 \\ + 14.02 \\ + 2.10 \\ \hline 67.12 \end{array}</math> </div> </div> </div>		
LEARNING ACTIVITY			
SUMMARY	Teacher once again writes important key words and procedures and asks children to note down and adopt.	Pupils will note down and read the summary in groups	Every individual reads the summary and notes it down and adopts the procedure
ASSESSMENT	Teacher gives some questions from Try These sections as well as sums of exercise 8.3 & 8.4 and asks children to solve those sums	Every group will do the sums by discussion among each other	Every individual solves the sums on their own

<p><b>KEY WORDS READING</b></p>	<p>Teacher writes the key words from previous class's teaching period and asks children to read and write them in note books # Addition of decimals # Subtraction of decimals # Hundredth</p>	<p>Whole class activity : one child comes to the board and reads the key words loudly</p>	<p>Every child comes to the board and reads the key words and notes them down in their note</p>																																																																																													
<p><b>SIMILAR LINES READING</b></p>	<p>Teacher will perform some additions and subtractions of decimals on black board and will give children some worksheets and asks them to solve them by watching similar lines.</p> <div data-bbox="199 349 720 1047" style="border: 2px solid blue; padding: 5px;"> <p><b>Add and Subtract Decimals less than 1 without Regrouping: Missing Digits</b> Fill in the missing digits.</p> <p>NAME _____</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right; padding: 5px;"><math>0.21</math></td> <td style="text-align: right; padding: 5px;"><math>0.39</math></td> <td style="text-align: right; padding: 5px;"><math>0.17</math></td> <td style="text-align: right; padding: 5px;"><math>0.30</math></td> </tr> <tr> <td style="text-align: right; padding: 5px;"><math>+ 0.4\boxed{\phantom{0}}</math></td> <td style="text-align: right; padding: 5px;"><math>+ 0.\boxed{\phantom{0}}0</math></td> <td style="text-align: right; padding: 5px;"><math>+ 0.\boxed{\phantom{0}}2</math></td> <td style="text-align: right; padding: 5px;"><math>+ 0.\boxed{\phantom{0}}0</math></td> </tr> <tr style="border-top: 1px solid black;"> <td style="text-align: right; padding: 5px;"><math>0.\boxed{\phantom{0}}6</math></td> <td style="text-align: right; padding: 5px;"><math>0.8\boxed{\phantom{0}}</math></td> <td style="text-align: right; padding: 5px;"><math>0.4\boxed{\phantom{0}}</math></td> <td style="text-align: right; padding: 5px;"><math>0.70</math></td> </tr> <tr> <td style="text-align: right; padding: 5px;"><math>0.34\boxed{\phantom{0}}</math></td> <td style="text-align: right; padding: 5px;"><math>0.\boxed{\phantom{0}}11</math></td> <td style="text-align: right; padding: 5px;"><math>0.22\boxed{\phantom{0}}</math></td> <td style="text-align: right; padding: 5px;"><math>0.5\boxed{\phantom{0}}0</math></td> </tr> <tr> <td style="text-align: right; padding: 5px;"><math>+ 0.5\boxed{\phantom{0}}0</math></td> <td style="text-align: right; padding: 5px;"><math>+ 0.37\boxed{\phantom{0}}</math></td> <td style="text-align: right; padding: 5px;"><math>+ 0.2\boxed{\phantom{0}}3</math></td> <td style="text-align: right; padding: 5px;"><math>+ 0.\boxed{\phantom{0}}06</math></td> </tr> <tr style="border-top: 1px solid black;"> <td style="text-align: right; padding: 5px;"><math>0.\boxed{\phantom{0}}92</math></td> <td style="text-align: right; padding: 5px;"><math>0.4\boxed{\phantom{0}}3</math></td> <td style="text-align: right; padding: 5px;"><math>0.\boxed{\phantom{0}}93</math></td> <td style="text-align: right; padding: 5px;"><math>0.78\boxed{\phantom{0}}</math></td> </tr> <tr> <td style="text-align: right; padding: 5px;"><math>0.\boxed{\phantom{0}}8</math></td> <td style="text-align: right; padding: 5px;"><math>0.8\boxed{\phantom{0}}</math></td> <td style="text-align: right; padding: 5px;"><math>0.9\boxed{\phantom{0}}</math></td> <td style="text-align: right; padding: 5px;"><math>0.6\boxed{\phantom{0}}</math></td> </tr> <tr> <td style="text-align: right; padding: 5px;"><math>- 0.37</math></td> <td style="text-align: right; padding: 5px;"><math>- 0.\boxed{\phantom{0}}7</math></td> <td style="text-align: right; padding: 5px;"><math>- 0.82</math></td> <td style="text-align: right; padding: 5px;"><math>- 0.41</math></td> </tr> <tr style="border-top: 1px solid black;"> <td style="text-align: right; padding: 5px;"><math>0.0\boxed{\phantom{0}}</math></td> <td style="text-align: right; padding: 5px;"><math>0.72</math></td> <td style="text-align: right; padding: 5px;"><math>0.\boxed{\phantom{0}}0</math></td> <td style="text-align: right; padding: 5px;"><math>0.\boxed{\phantom{0}}2</math></td> </tr> <tr> <td style="text-align: right; padding: 5px;"><math>0.\boxed{\phantom{0}}92</math></td> <td style="text-align: right; padding: 5px;"><math>0.1\boxed{\phantom{0}}9</math></td> <td style="text-align: right; padding: 5px;"><math>0.7\boxed{\phantom{0}}3</math></td> <td style="text-align: right; padding: 5px;"><math>0.\boxed{\phantom{0}}79</math></td> </tr> <tr> <td style="text-align: right; padding: 5px;"><math>- 0.3\boxed{\phantom{0}}1</math></td> <td style="text-align: right; padding: 5px;"><math>- 0.19\boxed{\phantom{0}}</math></td> <td style="text-align: right; padding: 5px;"><math>- 0.\boxed{\phantom{0}}10</math></td> <td style="text-align: right; padding: 5px;"><math>- 0.3\boxed{\phantom{0}}9</math></td> </tr> <tr style="border-top: 1px solid black;"> <td style="text-align: right; padding: 5px;"><math>0.51\boxed{\phantom{0}}</math></td> <td style="text-align: right; padding: 5px;"><math>0.\boxed{\phantom{0}}07</math></td> <td style="text-align: right; padding: 5px;"><math>0.11\boxed{\phantom{0}}</math></td> <td style="text-align: right; padding: 5px;"><math>0.34\boxed{\phantom{0}}</math></td> </tr> </table> </div> <div data-bbox="756 349 1207 657" style="border: 2px solid red; padding: 5px;"> <p style="text-align: center;"><b>Subtracting Decimals</b></p> <p style="text-align: center;"><i>Example:</i></p> <p style="text-align: center;"><math>13.8 - 1.27</math></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="border: 1px solid red; padding: 2px;">Line up the decimal points</td> <td style="text-align: center; padding: 5px;"><math>13.80</math> <math>- 1.27</math> <hr style="width: 50%; margin: 0 auto;"/><math>12.53</math></td> <td style="border: 1px solid blue; padding: 2px;">'Pad' with zeros and subtract</td> </tr> </table> </div> <div data-bbox="756 673 1207 1031" style="border: 2px solid red; padding: 5px;"> <p style="text-align: center;"><b>Addition of Decimals</b></p> <table style="margin-left: auto; margin-right: auto; text-align: center;"> <tr> <td></td> <td>T</td> <td>O.</td> <td>t</td> </tr> <tr> <td></td> <td></td> <td>Ⓢ</td> <td></td> </tr> <tr> <td></td> <td>1</td> <td>2.5</td> <td></td> </tr> <tr> <td>+</td> <td>1</td> <td>4.9</td> <td></td> </tr> <tr style="border-top: 1px solid black;"> <td></td> <td>2</td> <td>7.4</td> <td></td> </tr> </table> </div> <div data-bbox="1249 373 1816 1047" style="border: 2px solid blue; padding: 5px;"> <p style="text-align: center;"><b>Subtract Hundredths less than 1 with Regrouping</b></p> <p style="text-align: center;">Find the difference.</p> <p>NAME _____</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;"><math>0.65</math> <math>- 0.46</math></td> <td style="text-align: center; padding: 5px;"><math>0.90</math> <math>- 0.89</math></td> <td style="text-align: center; padding: 5px;"><math>0.96</math> <math>- 0.79</math></td> <td style="text-align: center; padding: 5px;"><math>0.95</math> <math>- 0.87</math></td> </tr> <tr> <td style="text-align: center; padding: 5px;"><math>0.92</math> <math>- 0.86</math></td> <td style="text-align: center; padding: 5px;"><math>0.64</math> <math>- 0.56</math></td> <td style="text-align: center; padding: 5px;"><math>0.11</math> <math>- 0.02</math></td> <td style="text-align: center; padding: 5px;"><math>0.82</math> <math>- 0.64</math></td> </tr> <tr> <td style="text-align: center; padding: 5px;"><math>0.41</math> <math>- 0.14</math></td> <td style="text-align: center; padding: 5px;"><math>0.77</math> <math>- 0.58</math></td> <td style="text-align: center; padding: 5px;"><math>0.43</math> <math>- 0.38</math></td> <td style="text-align: center; padding: 5px;"><math>0.73</math> <math>- 0.26</math></td> </tr> <tr> <td style="text-align: center; padding: 5px;"><math>0.25</math> <math>- 0.18</math></td> <td style="text-align: center; padding: 5px;"><math>0.10</math> <math>- 0.01</math></td> <td style="text-align: center; padding: 5px;"><math>0.31</math> <math>- 0.16</math></td> <td style="text-align: center; padding: 5px;"><math>0.42</math> <math>- 0.34</math></td> </tr> </table> </div> <tr> <td data-bbox="170 1052 480 1170"> <p><b>SUMMARY/ SYNOPSIS</b></p> </td> <td data-bbox="480 1052 1236 1170"> <p>Teacher once again writes important key words and definitions and asks children to note down and adopt.</p> </td> <td data-bbox="1236 1052 1541 1170"> <p>Pupil groups will read and adopt the procedure</p> </td> <td data-bbox="1541 1052 1858 1170"> <p>Teacher focuses on every individual so that every child is able to learn the concept in successive upcoming practice sessions</p> </td> </tr> <tr> <td data-bbox="170 1170 480 1300"> <p><b>WRITING/ EDITING</b></p> </td> <td data-bbox="480 1170 1236 1300"> <p>Teacher gives some questions from Exercise 8.3 &amp; 8.4 and asks children to solve those sums and teacher checks the writings of children</p> </td> <td data-bbox="1236 1170 1541 1300"> <p>One group will check the writings of the other and vice versa</p> </td> <td data-bbox="1541 1170 1858 1300"></td> </tr>	$0.21$	$0.39$	$0.17$	$0.30$	$+ 0.4\boxed{\phantom{0}}$	$+ 0.\boxed{\phantom{0}}0$	$+ 0.\boxed{\phantom{0}}2$	$+ 0.\boxed{\phantom{0}}0$	$0.\boxed{\phantom{0}}6$	$0.8\boxed{\phantom{0}}$	$0.4\boxed{\phantom{0}}$	$0.70$	$0.34\boxed{\phantom{0}}$	$0.\boxed{\phantom{0}}11$	$0.22\boxed{\phantom{0}}$	$0.5\boxed{\phantom{0}}0$	$+ 0.5\boxed{\phantom{0}}0$	$+ 0.37\boxed{\phantom{0}}$	$+ 0.2\boxed{\phantom{0}}3$	$+ 0.\boxed{\phantom{0}}06$	$0.\boxed{\phantom{0}}92$	$0.4\boxed{\phantom{0}}3$	$0.\boxed{\phantom{0}}93$	$0.78\boxed{\phantom{0}}$	$0.\boxed{\phantom{0}}8$	$0.8\boxed{\phantom{0}}$	$0.9\boxed{\phantom{0}}$	$0.6\boxed{\phantom{0}}$	$- 0.37$	$- 0.\boxed{\phantom{0}}7$	$- 0.82$	$- 0.41$	$0.0\boxed{\phantom{0}}$	$0.72$	$0.\boxed{\phantom{0}}0$	$0.\boxed{\phantom{0}}2$	$0.\boxed{\phantom{0}}92$	$0.1\boxed{\phantom{0}}9$	$0.7\boxed{\phantom{0}}3$	$0.\boxed{\phantom{0}}79$	$- 0.3\boxed{\phantom{0}}1$	$- 0.19\boxed{\phantom{0}}$	$- 0.\boxed{\phantom{0}}10$	$- 0.3\boxed{\phantom{0}}9$	$0.51\boxed{\phantom{0}}$	$0.\boxed{\phantom{0}}07$	$0.11\boxed{\phantom{0}}$	$0.34\boxed{\phantom{0}}$	Line up the decimal points	$13.80$ $- 1.27$ <hr style="width: 50%; margin: 0 auto;"/> $12.53$	'Pad' with zeros and subtract		T	O.	t			Ⓢ			1	2.5		+	1	4.9			2	7.4		$0.65$ $- 0.46$	$0.90$ $- 0.89$	$0.96$ $- 0.79$	$0.95$ $- 0.87$	$0.92$ $- 0.86$	$0.64$ $- 0.56$	$0.11$ $- 0.02$	$0.82$ $- 0.64$	$0.41$ $- 0.14$	$0.77$ $- 0.58$	$0.43$ $- 0.38$	$0.73$ $- 0.26$	$0.25$ $- 0.18$	$0.10$ $- 0.01$	$0.31$ $- 0.16$	$0.42$ $- 0.34$	<p><b>SUMMARY/ SYNOPSIS</b></p>	<p>Teacher once again writes important key words and definitions and asks children to note down and adopt.</p>	<p>Pupil groups will read and adopt the procedure</p>	<p>Teacher focuses on every individual so that every child is able to learn the concept in successive upcoming practice sessions</p>	<p><b>WRITING/ EDITING</b></p>	<p>Teacher gives some questions from Exercise 8.3 &amp; 8.4 and asks children to solve those sums and teacher checks the writings of children</p>	<p>One group will check the writings of the other and vice versa</p>	
$0.21$	$0.39$	$0.17$	$0.30$																																																																																													
$+ 0.4\boxed{\phantom{0}}$	$+ 0.\boxed{\phantom{0}}0$	$+ 0.\boxed{\phantom{0}}2$	$+ 0.\boxed{\phantom{0}}0$																																																																																													
$0.\boxed{\phantom{0}}6$	$0.8\boxed{\phantom{0}}$	$0.4\boxed{\phantom{0}}$	$0.70$																																																																																													
$0.34\boxed{\phantom{0}}$	$0.\boxed{\phantom{0}}11$	$0.22\boxed{\phantom{0}}$	$0.5\boxed{\phantom{0}}0$																																																																																													
$+ 0.5\boxed{\phantom{0}}0$	$+ 0.37\boxed{\phantom{0}}$	$+ 0.2\boxed{\phantom{0}}3$	$+ 0.\boxed{\phantom{0}}06$																																																																																													
$0.\boxed{\phantom{0}}92$	$0.4\boxed{\phantom{0}}3$	$0.\boxed{\phantom{0}}93$	$0.78\boxed{\phantom{0}}$																																																																																													
$0.\boxed{\phantom{0}}8$	$0.8\boxed{\phantom{0}}$	$0.9\boxed{\phantom{0}}$	$0.6\boxed{\phantom{0}}$																																																																																													
$- 0.37$	$- 0.\boxed{\phantom{0}}7$	$- 0.82$	$- 0.41$																																																																																													
$0.0\boxed{\phantom{0}}$	$0.72$	$0.\boxed{\phantom{0}}0$	$0.\boxed{\phantom{0}}2$																																																																																													
$0.\boxed{\phantom{0}}92$	$0.1\boxed{\phantom{0}}9$	$0.7\boxed{\phantom{0}}3$	$0.\boxed{\phantom{0}}79$																																																																																													
$- 0.3\boxed{\phantom{0}}1$	$- 0.19\boxed{\phantom{0}}$	$- 0.\boxed{\phantom{0}}10$	$- 0.3\boxed{\phantom{0}}9$																																																																																													
$0.51\boxed{\phantom{0}}$	$0.\boxed{\phantom{0}}07$	$0.11\boxed{\phantom{0}}$	$0.34\boxed{\phantom{0}}$																																																																																													
Line up the decimal points	$13.80$ $- 1.27$ <hr style="width: 50%; margin: 0 auto;"/> $12.53$	'Pad' with zeros and subtract																																																																																														
	T	O.	t																																																																																													
		Ⓢ																																																																																														
	1	2.5																																																																																														
+	1	4.9																																																																																														
	2	7.4																																																																																														
$0.65$ $- 0.46$	$0.90$ $- 0.89$	$0.96$ $- 0.79$	$0.95$ $- 0.87$																																																																																													
$0.92$ $- 0.86$	$0.64$ $- 0.56$	$0.11$ $- 0.02$	$0.82$ $- 0.64$																																																																																													
$0.41$ $- 0.14$	$0.77$ $- 0.58$	$0.43$ $- 0.38$	$0.73$ $- 0.26$																																																																																													
$0.25$ $- 0.18$	$0.10$ $- 0.01$	$0.31$ $- 0.16$	$0.42$ $- 0.34$																																																																																													
<p><b>SUMMARY/ SYNOPSIS</b></p>	<p>Teacher once again writes important key words and definitions and asks children to note down and adopt.</p>	<p>Pupil groups will read and adopt the procedure</p>	<p>Teacher focuses on every individual so that every child is able to learn the concept in successive upcoming practice sessions</p>																																																																																													
<p><b>WRITING/ EDITING</b></p>	<p>Teacher gives some questions from Exercise 8.3 &amp; 8.4 and asks children to solve those sums and teacher checks the writings of children</p>	<p>One group will check the writings of the other and vice versa</p>																																																																																														