



SESSION : 15

CLASS : I

SUBJECT : MATHEMATICS

CHAPTER NUMBER:5

CHAPTER NAME :PLACE VALUE AND FACE VALUE

SUBTOPIC : 5.3- PLACE VALUE USING ABACUS

CHANGING YOUR TOMORROW

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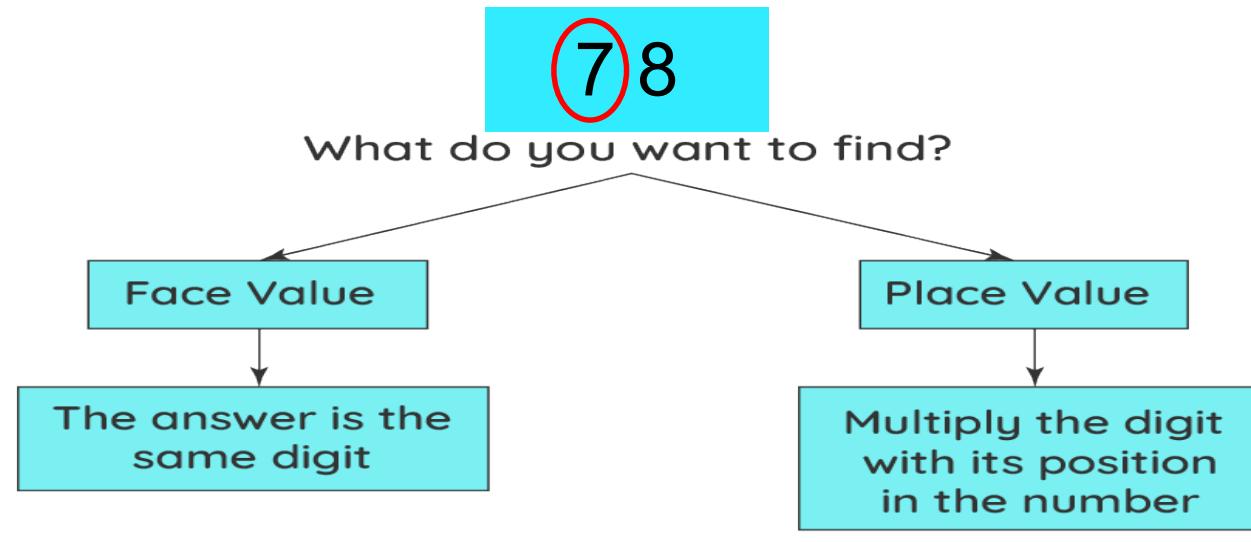
LEARNING OBJECTIVE :

Learners will be able to know the place value system with the help of Abacus which improves the skills of Visualization, Concentration, Listening Skills, Memory, Speed, Accuracy, Creativity, Self Confidence, Self-Reliance resulting in Whole Brain Development.

**LET'S HAVE A QUICK RECAP ON
PLACE VALUE AND FACE VALUE**



DIFFERENCE BETWEEN PLACE VALUE AND FACE VALUE



7

$$7 \times 10 = 70$$

WRITE THE FACE VALUE AND PLACE VALUE OF THE DIGIT WHICH IS CIRCLED

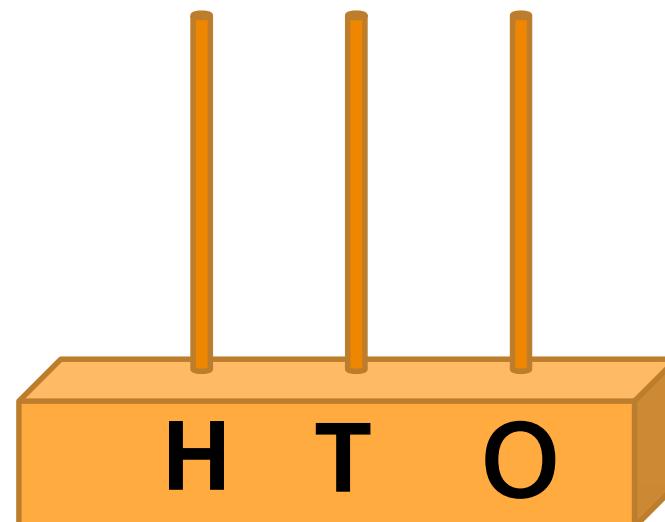
Number	Face Value	Place Value
65	6	$6 \times 10 = 60$
83	3	$3 \times 1 = 3$
70	0	$0 \times 1 = 0$
58	8	$8 \times 1 = 8$
95	9	$9 \times 10 = 90$
27	7	$7 \times 1 = 7$
39	3	$3 \times 10 = 30$

FACE VALUE USING ABACUS

What is an Abacus?

An Abacus has spikes which represent places of digits in a given number.

Spikes are named from right to left as O,T,H and so on.

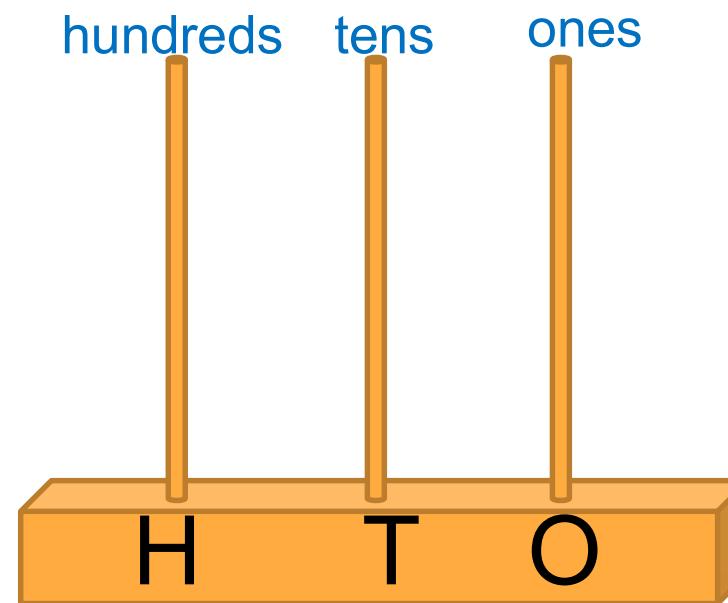


PLACE VALUE USING ABACUS

O stands for ones

T stands for tens

H stands for hundreds

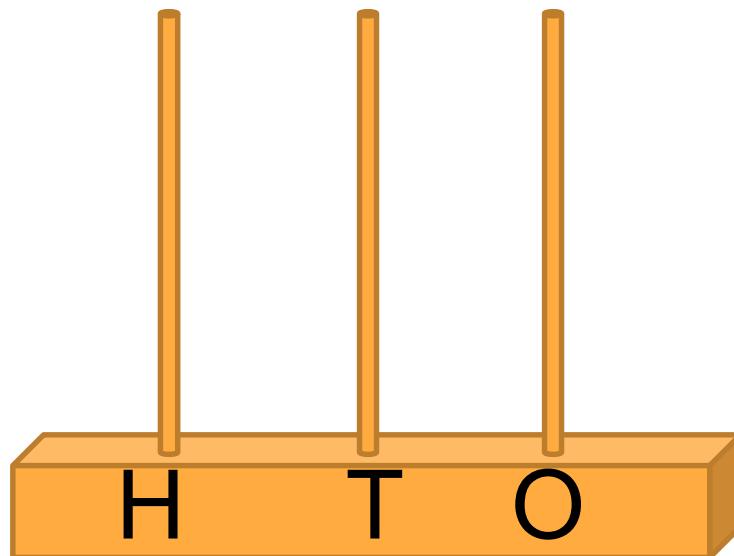


PLACE VALUE USING ABACUS

The place value of a digit in hundreds place = the digit x 100

The place value of a digit at tens place = the digit x 10

The place value of a digit at ones place = the digit x 1

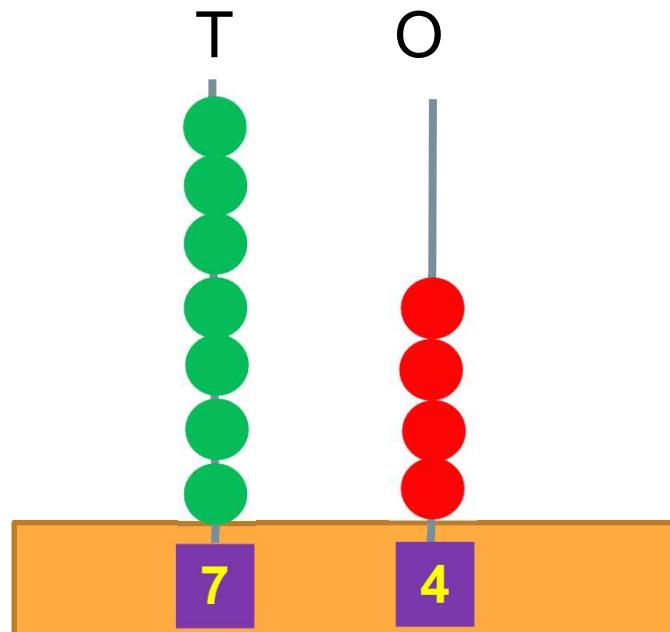


Activity- 1

Consider number 74

7 is in tens place, so, the value of 7 is $7 \times 10 = 70$.

4 is in ones place, so, the value of 4 is $4 \times 1 = 4$.



Let's represent the number 74 on an abacus.

Activity- 2

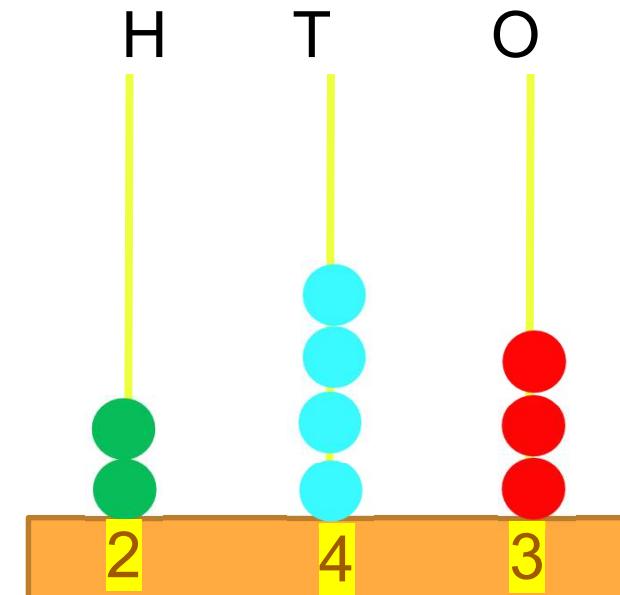
Consider number 243

2 is in Hundreds place, so, the value of 2 is $2 \times 100 = 200$.

4 is in tens place, so, the value of 4 is $4 \times 10 = 40$.

3 is in ones place, so, the value of 3 is $3 \times 1 = 3$.

Let's represent the number 243 on an abacus.

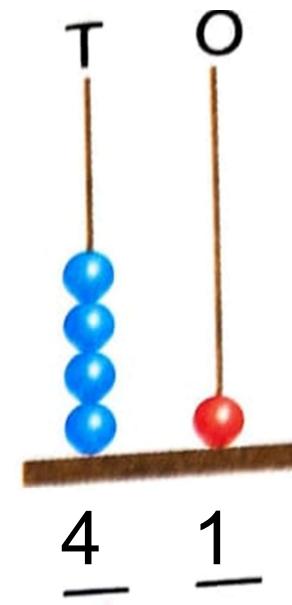


Today's class work

a)


$$\begin{array}{r} \text{T} \quad \text{O} \\ | \quad | \\ 1 \quad 4 \\ \hline \end{array} = \boxed{14}$$

b)


$$\begin{array}{r} \text{T} \quad \text{O} \\ | \quad | \\ 4 \quad 1 \\ \hline \end{array} = \boxed{41}$$

Today's class work

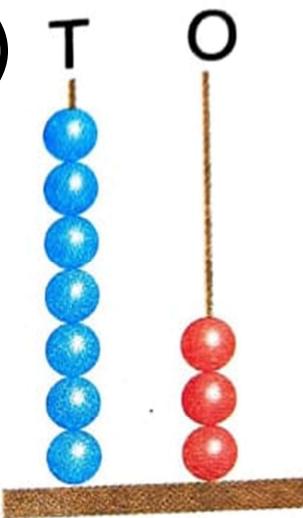
c)



Abacus representation for the number 32. The top row has two vertical lines labeled 'T' and 'O'. The 'T' line has three blue beads, and the 'O' line has two red beads. Both lines are suspended from a horizontal bar. Below the abacus, the number 3 is written under a horizontal line, followed by a minus sign, another horizontal line, the number 2, an equals sign, and a box containing the number 32.

$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array} = \boxed{32}$$

d)

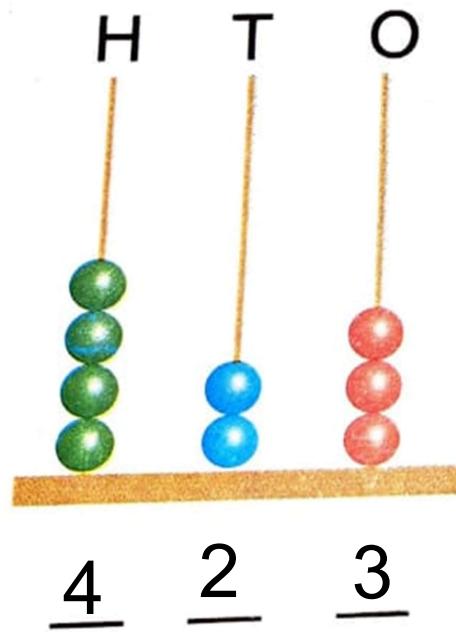


Abacus representation for the number 73. The top row has two vertical lines labeled 'T' and 'O'. The 'T' line has seven blue beads, and the 'O' line has three red beads. Both lines are suspended from a horizontal bar. Below the abacus, the number 7 is written under a horizontal line, followed by a minus sign, another horizontal line, the number 3, an equals sign, and a box containing the number 73.

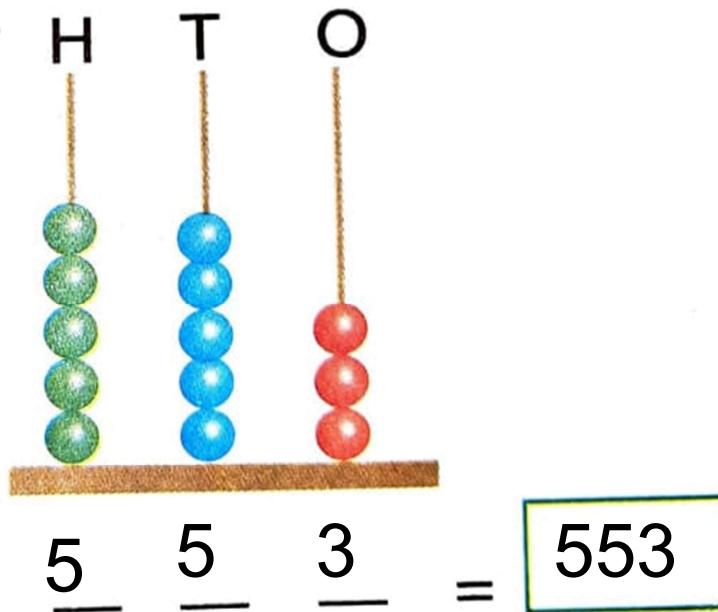
$$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array} = \boxed{73}$$

Today's class work

e)



f)



SUB

HOME ASSIGNMENT

Mathematics

Practice book page 40

LEARNING OUTCOME :

The learners are now able to know the value of a particular digit by using an abacus.

**THANKING YOU
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