

SESSION: 14

CLASS: 3

SUBJECT: MATHEMATICS

CHAPTER NUMBER: 2

CHAPTER NAME: NUMBERS

SUBTOPIC: PLACE VALUE & FACE VALUE

CHANGING YOUR TOMORROW

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LEARNING OBJECTIVE:



The children will learn to reflect what they have learned:

- *The place values of different digits of a 4-digit number.
- *Differentiate between Place Value and Face Value.
- *Face Value of each digit of a number.



Н	Т	0
1	2	7

Now tell me 1 is in which place

HUNDRED

So, it is 100

Now tell me 2 is in which place

TENS

So, it is 20

Now tell me 7 is in which place

ONES

So, it is 7

From this we can say that the place value of 1 = 100, 2 = 20 and 7 = 7



Н	Т	0
9	2	1

Now tell me 9 is in which place

HUNDRED

So, it is 900

Now tell me 2 is in which place

TENS

So, it is 20

Now tell me 1 is in which place

ONES

So, it is 1

From this we can say that the place value of 9 = 900, 2 = 20 and 1 = 1



B. Write the place value and the face value of the highlighted digits.

1 8 4 3 6

2 6 **2** 8 3

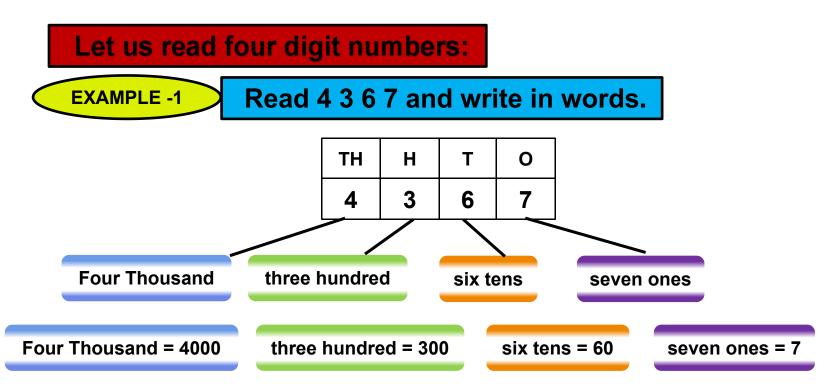
Place value 8000

Place value 200

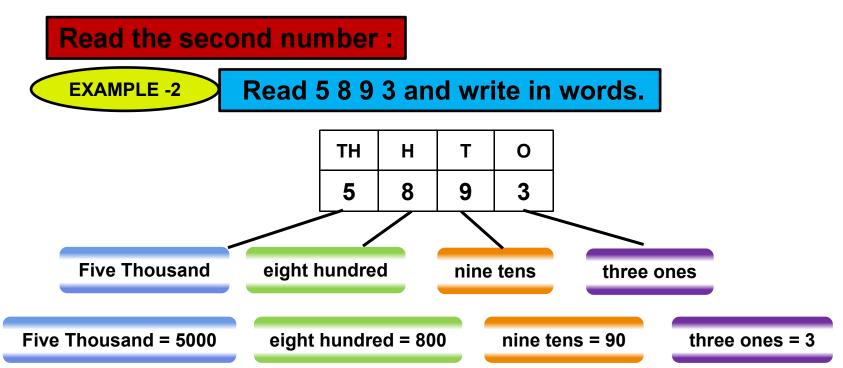
Face value ____8

Face value 2











Now children do you know one fact about '0' ????

REMEMBER

The place value of '0' is same in all the places.

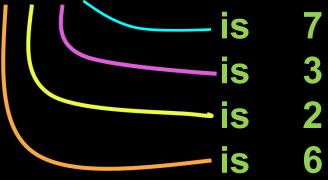
For example: In 6 <u>0</u> 5 3, the Place Value of '0' in hundred place is 0.



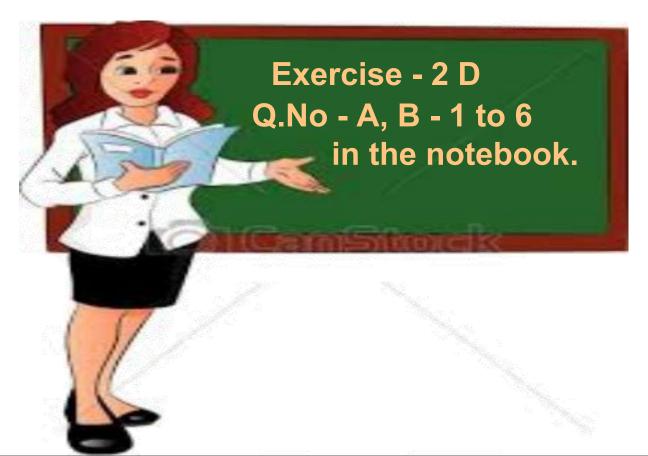
FACE VALUE

The face value (F.V) of a digit is the value of the number itself. It remains the same in all places.

For example :- In 6 2 3 7 the face value of

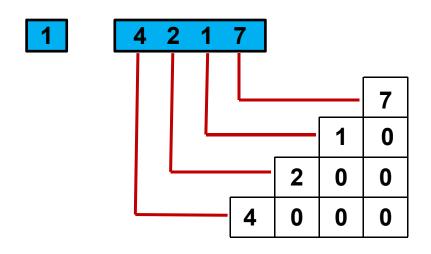


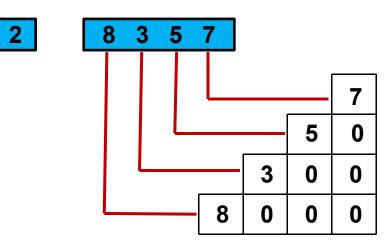




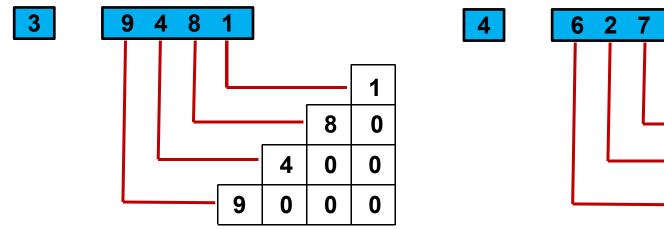


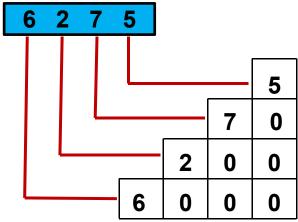
A. Write the place value of each digit of the given numbers in the boxes.



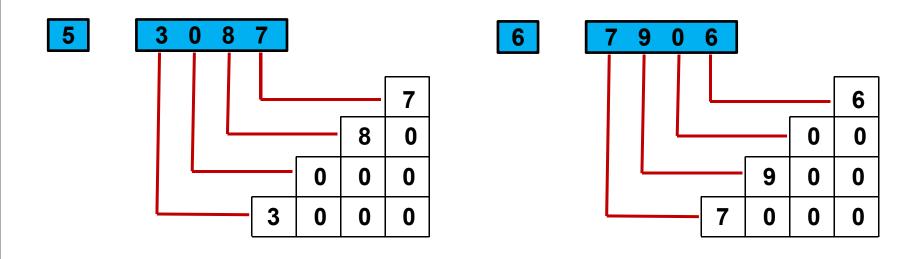












NUMBERS

PLACE VALUE & FACE VALUE



3	7	6	8	4



Face value _____7

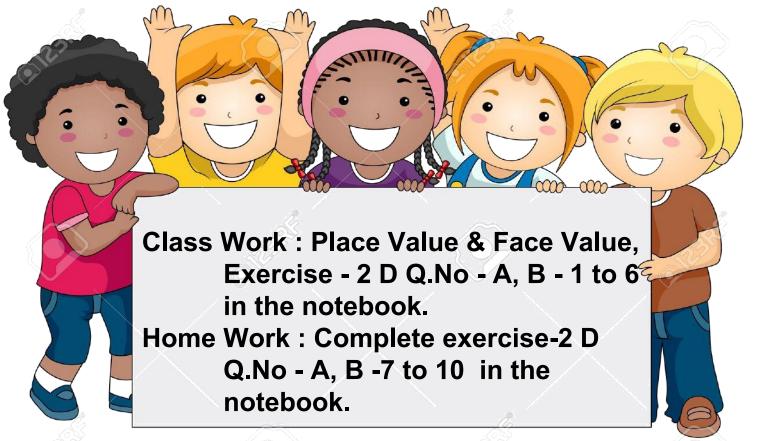
- 4 0 4 7
- 2 8 3 4

- Place value

Place value -Face value

Face value





LEARNING OUTCOME:



The children will be confident to read the place values of different digits of a 4-digit number, differentiate between place value and face value and also say the face value of each digit of a number.

