

Lesson 1 – Roman Numerals

NC Objective:

Read Roman Numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value

Resources needed:

Differentiated Sheets
Teaching Slides

Vocabulary:

Roman Numerals

Children have seen Roman Numerals on a clock face from year 3. They build on this knowledge and explore Roman Numerals to 100. They explore what is the same and different between the number systems and understand that there is no symbol for zero and so there aren't any place holders.

Key questions:

Why is there no zero in Roman Numerals? What might it look like? Can you see any patterns? if 20 is XX, what might 200 be? How can you check that you have represented the Roman Numeral correctly? Can you use numbers you know, such as 10 and 100 to help you?

★ Working Towards

Each diagram shows a number in numerals, words and Roman numerals.

Complete the diagrams:

| | |
|--------------|--------------------|
| 3 three | 5 five |
| 10 ten | two |
| 6 six | 9 |
| 12 twelve | twenty |
| thirty | 50 |
| 80 | 100 one hundred |

Children work with known numbers first and multiples of 10 before moving on to other numbers.

★★ Working Within

Each diagram shows a number in numerals, words and Roman numerals.

Complete the diagrams:

| | |
|-------------------|--------------------|
| 25 twenty-five | 55 fifty-five |
| 80 eighty | forty |
| 26 twenty-six | XIV |
| 19 nineteen | sixty-seven |
| thirty-eight | LXXIII |
| 89 | 100 one hundred |

Children work with a range of numbers to 100.

★★★ Greater Depth

Each diagram shows a number in numerals, words and Roman numerals.

Complete the diagrams:

| | |
|---------------------------|------------------------------------|
| 16 | XXVIII |
| 87 | 49 |
| XXXVI | 58 |
| 8 tens subtract 7 | 13 tens subtract 77 |
| 2 tens multiplied by four | fourteen tens subtract forty-three |
| eleven plus forty-nine | 13 tens subtract four times eight |

Children work with a range of numbers and then move on to numbers represented in a more complex way.

Reasoning & Problem Solving

Leonna is discussing Roman Numerals.

IV

Leonna: I think IV is six.

Can you use this Roman Numeral Clock to help you check if Leonna is correct?

True or False?

XXX is the same as 30.

XXXX is the same as 4 tens.

Children use a clock to help them identify if a mistake has been made. They continue to recognise numbers in multiples of 10.

Two children are discussing Roman Numerals.

IV

Melachi: I think IV is four.

Leonna: I think IV is six.

Who is correct? Explain.

True or False?

XL is the same as LX.

LXXXV is the same as 85.

Children explore the rule in Roman Numerals. They answer True or False questions with numbers within 100.

Two children are discussing Roman Numerals.

True or False?

Melachi: XXXIV – IV must be XXX.

Leonna: This means that XXXIV + IV = XXXXIV

XL is the same as X add L.

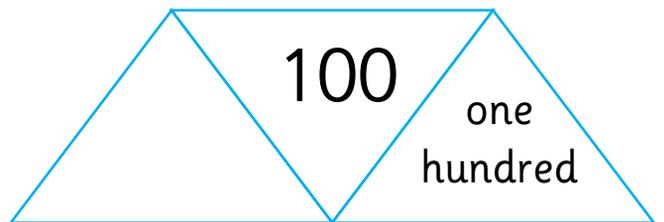
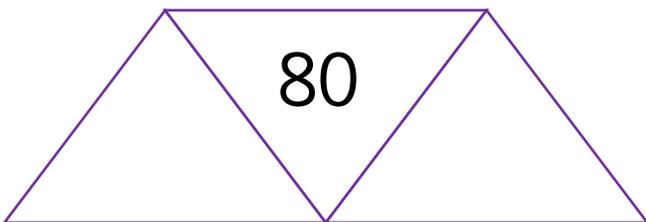
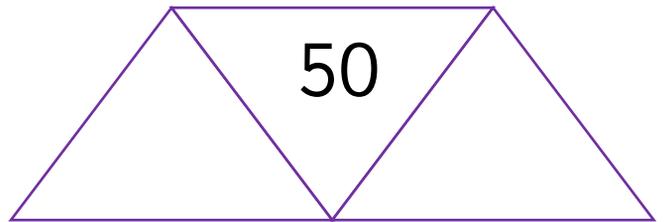
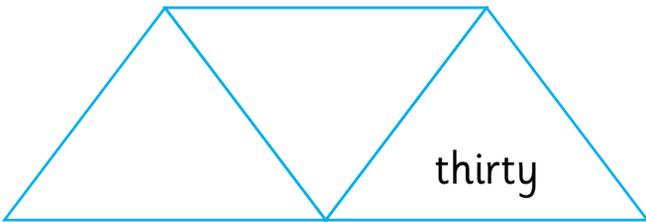
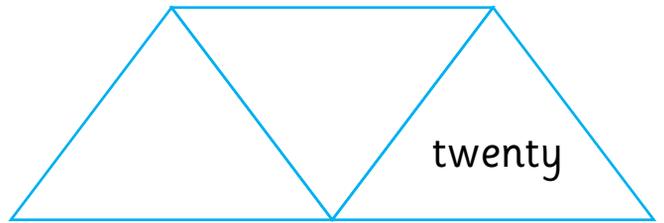
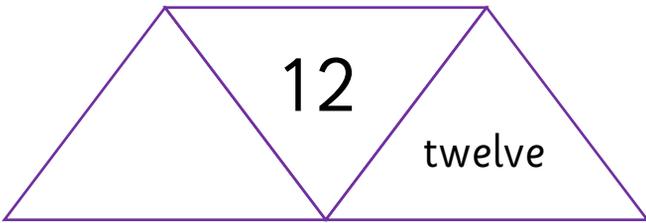
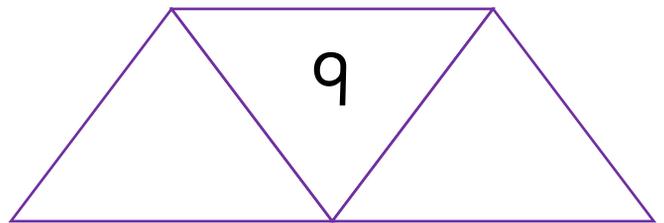
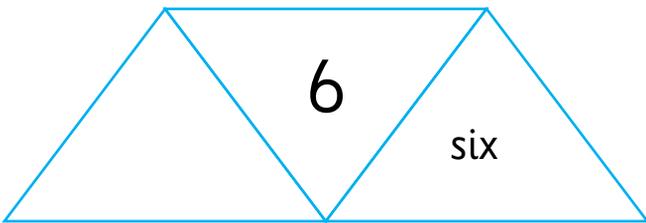
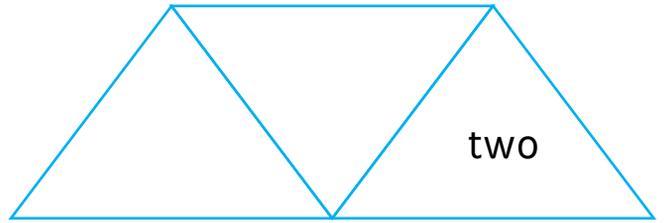
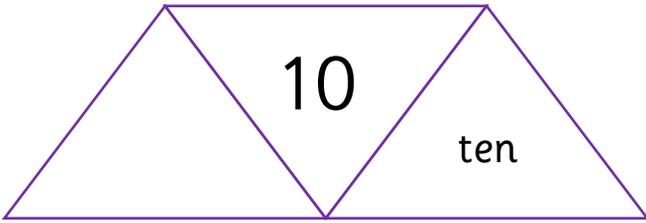
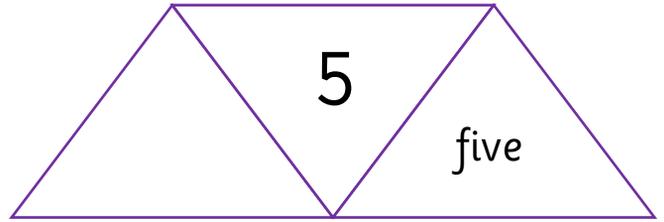
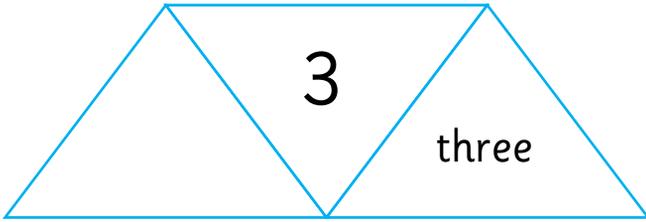
LXXXV is the same as seven tens and five ones.

Who is correct? Explain. Convince me.

Children spot mistakes with Roman Numerals represented as calculations.

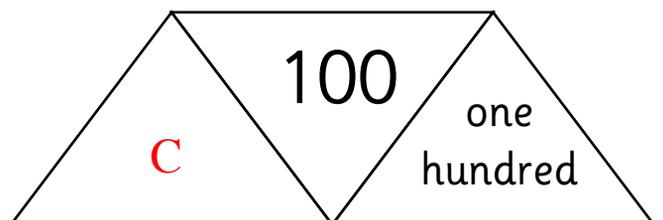
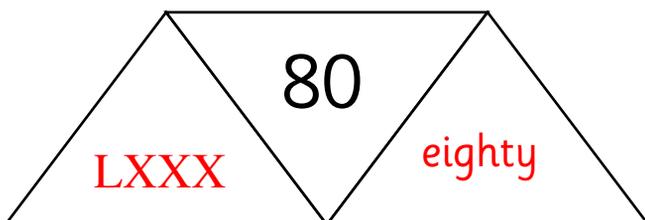
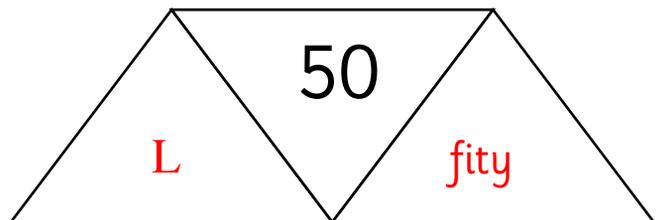
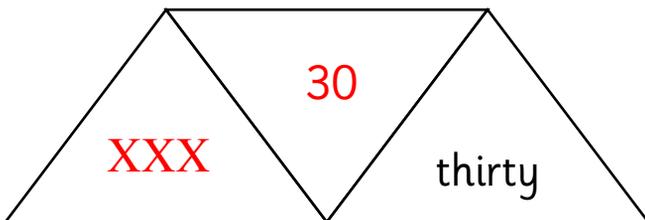
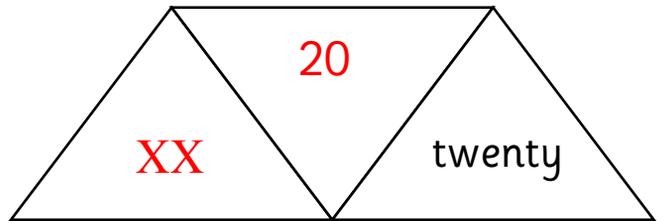
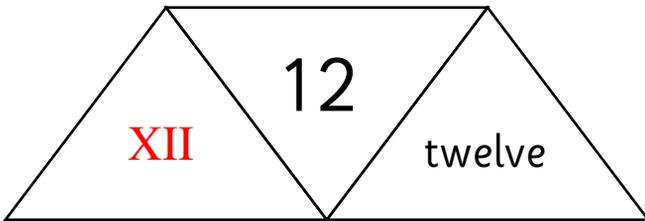
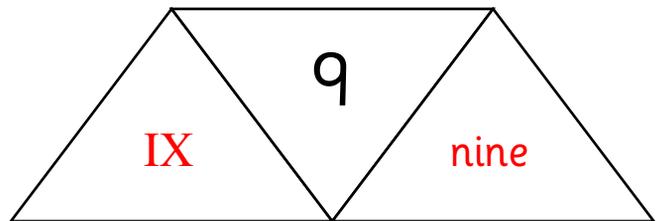
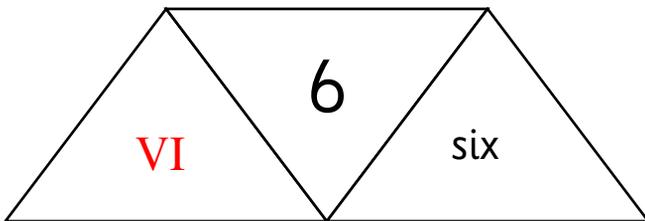
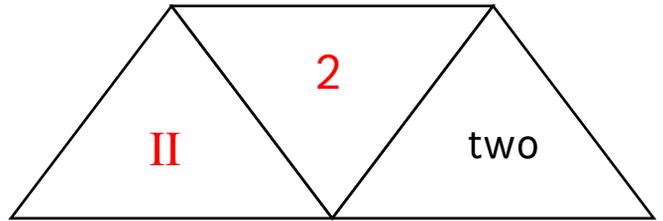
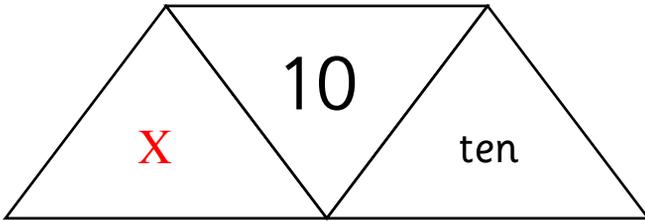
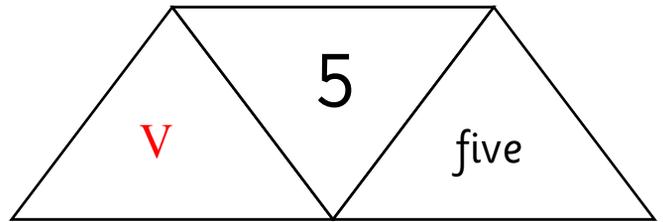
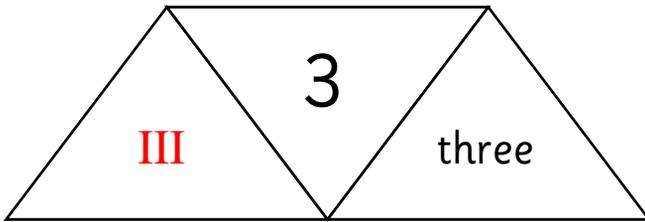
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Complete the diagrams.



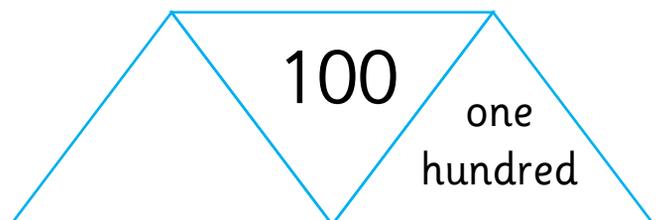
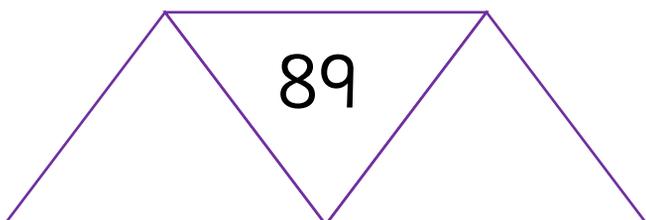
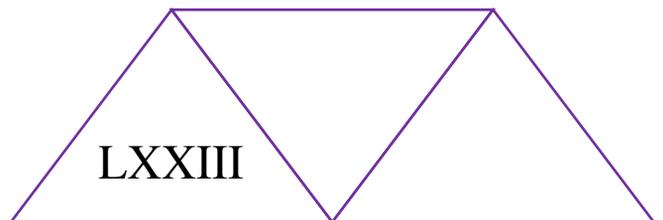
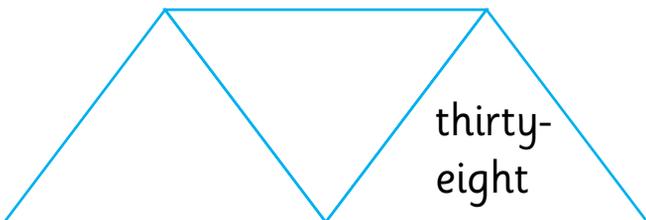
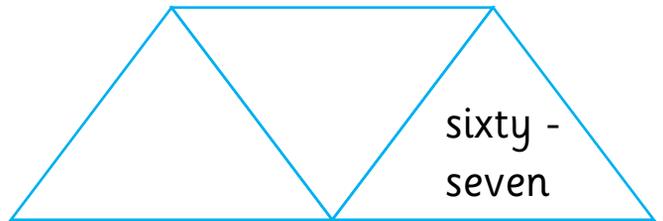
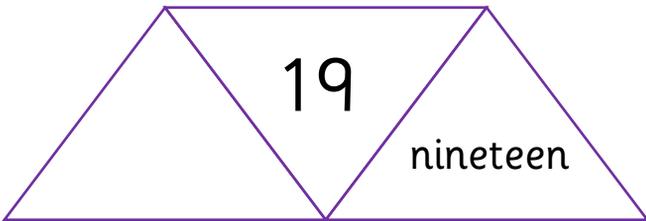
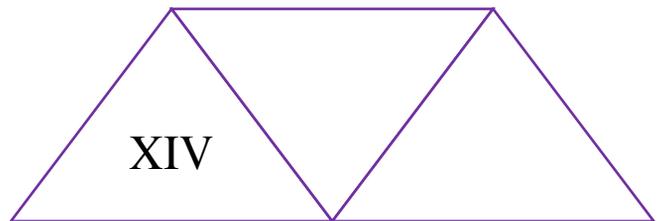
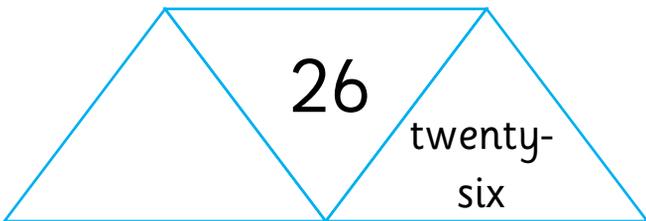
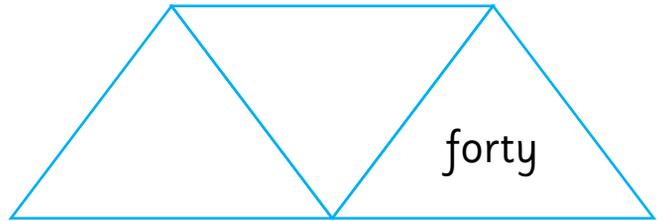
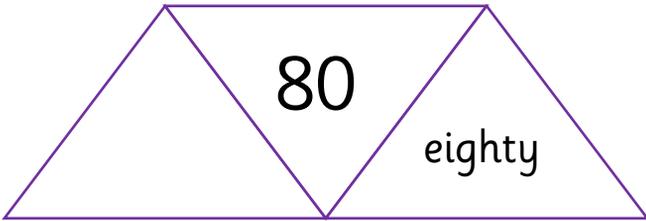
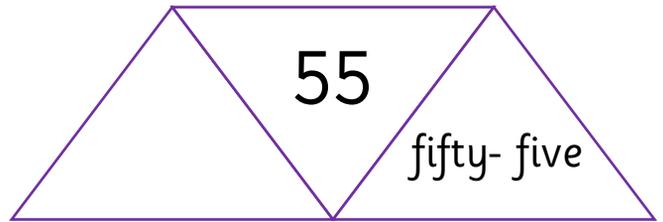
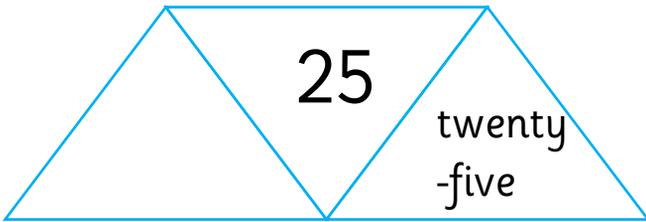
Each diagram shows a number in numerals, words and Roman numerals.

Complete the diagrams.



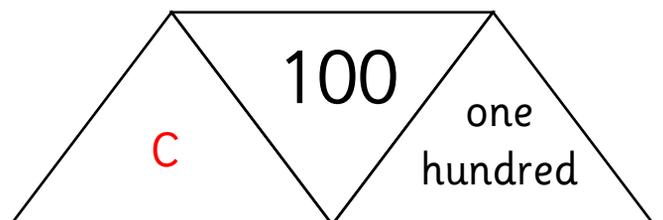
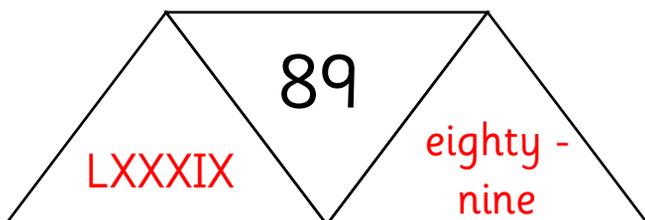
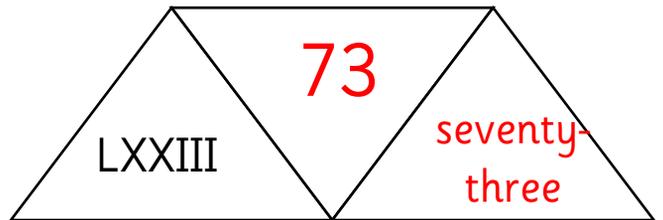
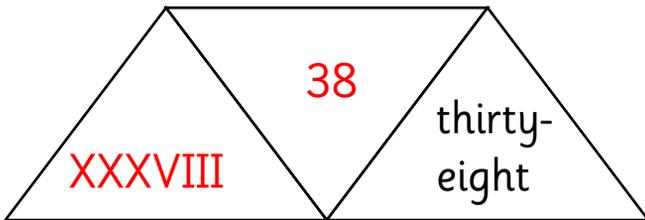
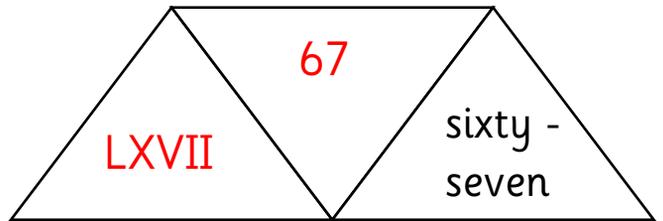
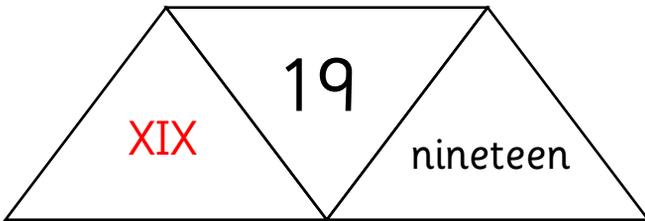
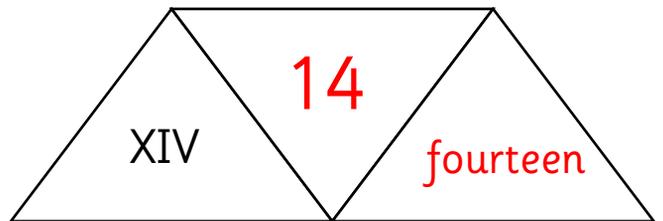
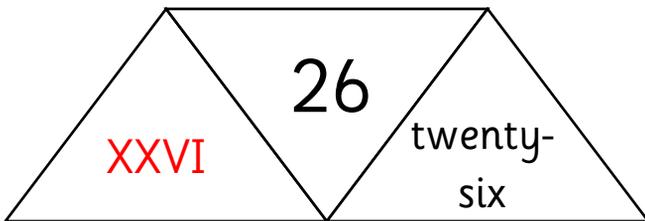
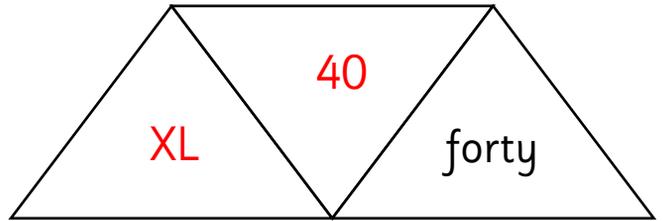
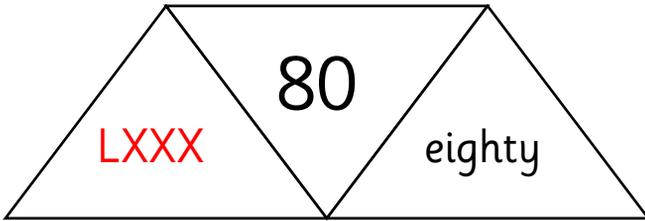
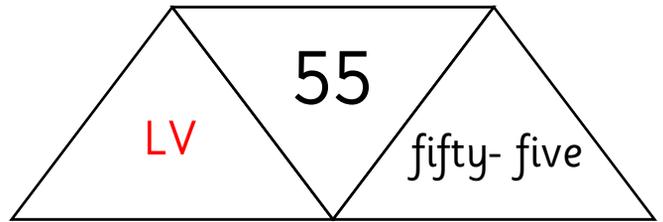
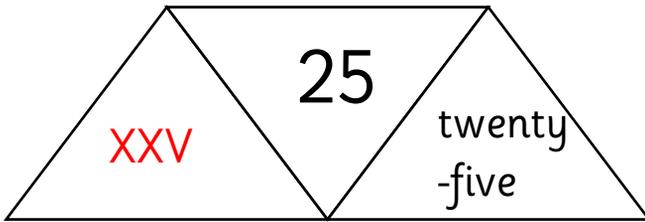
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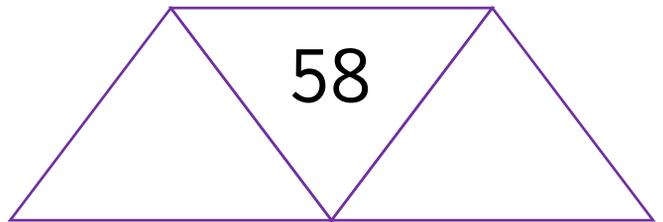
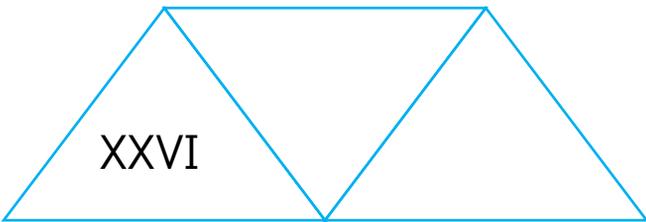
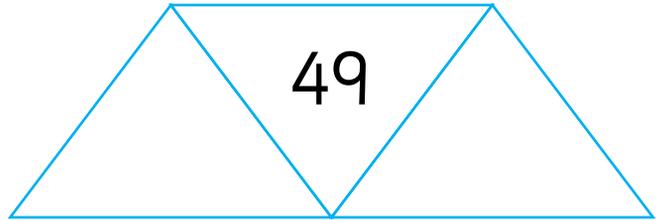
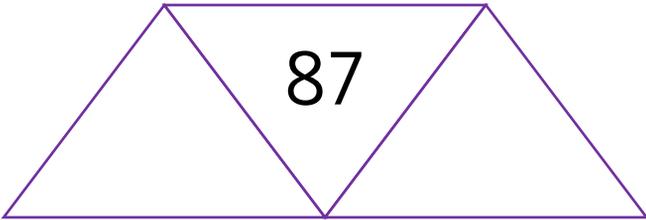
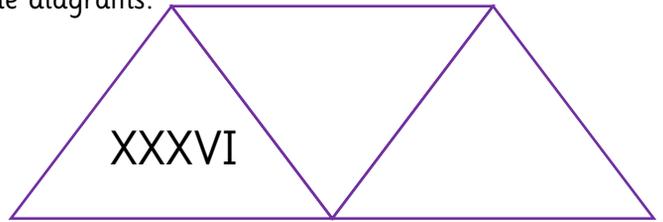
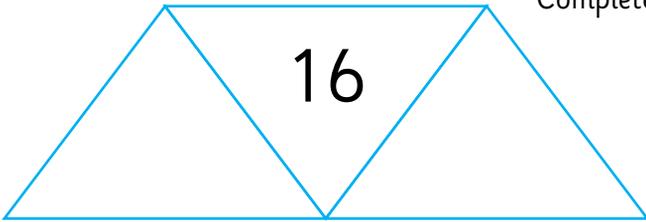
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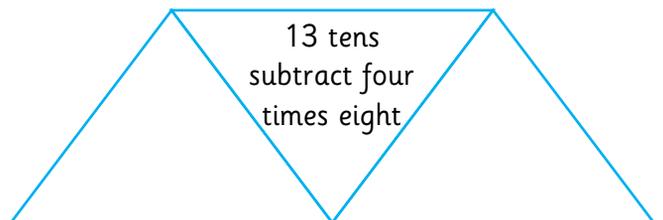
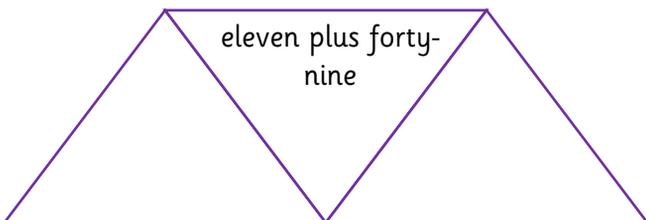
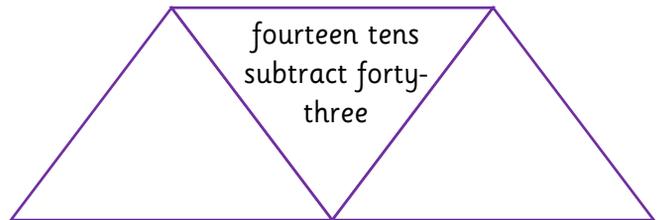
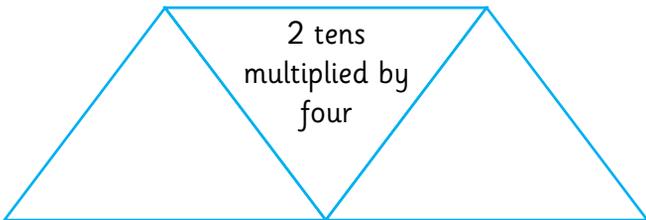
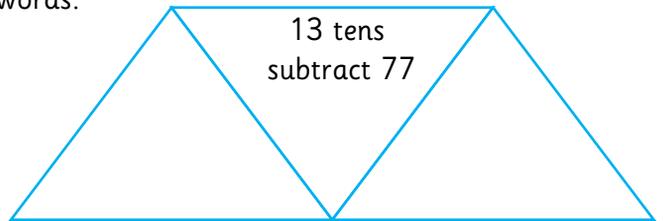
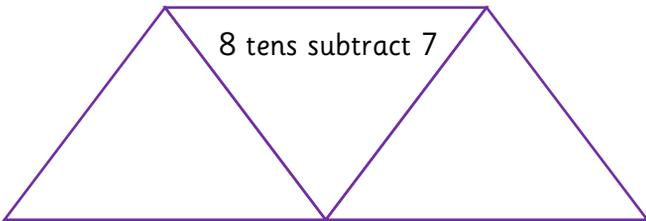


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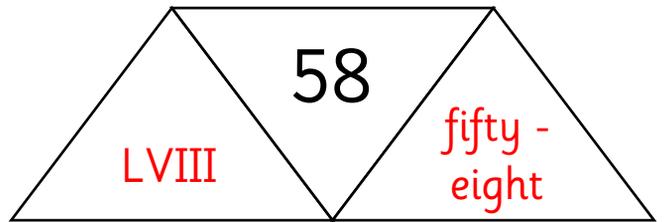
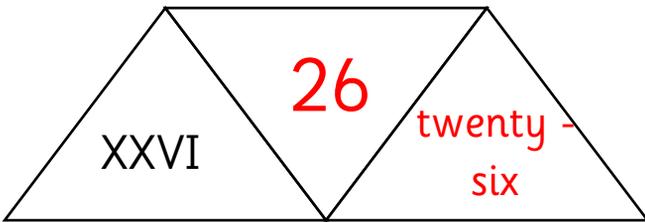
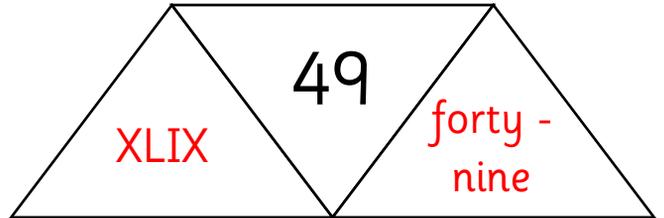
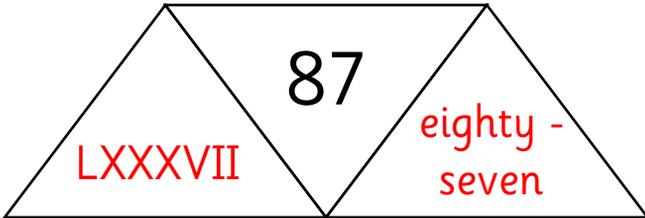
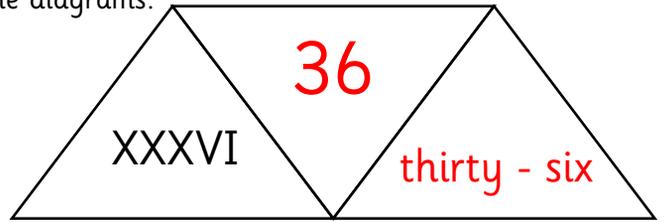
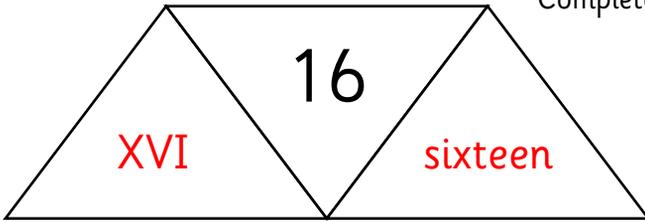


Write the Roman numeral needed and the number in words.

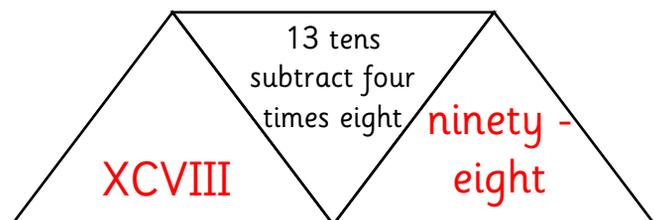
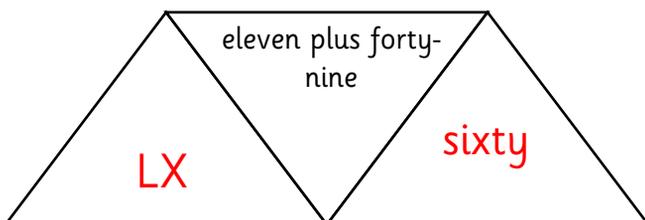
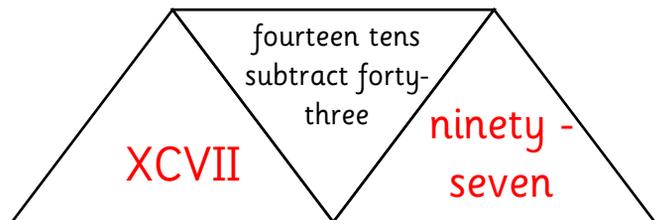
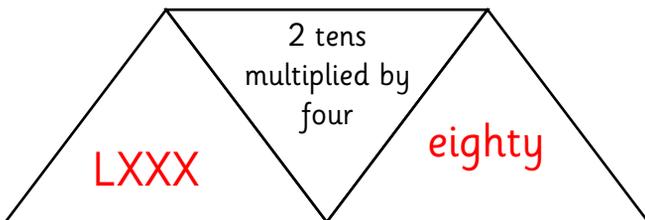
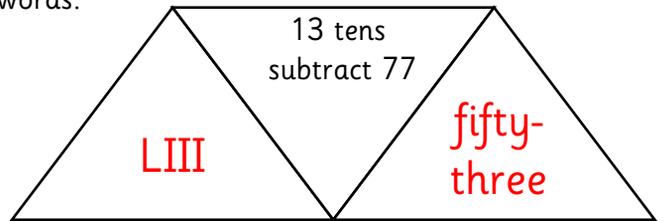
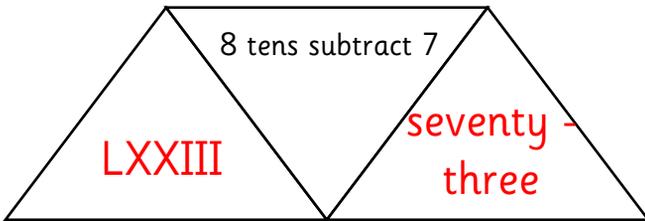


Each diagram shows a number in numerals, words and Roman numerals.

Complete the diagrams.



Write the Roman numeral needed and the number in words.



Leanna is discussing Roman Numerals.

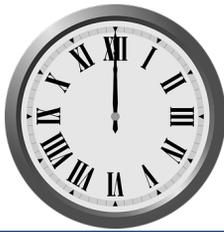
IV

Leanna



I think IV is six.

Can you use this Roman Numeral Clock to help you check if Leanna is correct?



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True or False?

XXX is the same as 30.

XXXX is the same as 4 tens.

Leanna is discussing Roman Numerals.

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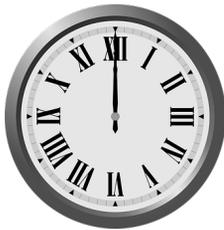
Leanna



I think IV is six.

Leanna is incorrect. Six is VI.

Can you use this Roman Numeral Clock to help you check if Leanna is correct?



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True or False?

XXX is the same as 30.

True

XXXX is the same as 4 tens.

**False – it is XL
(50 – 10 = 40)**

Leanna is discussing Roman Numerals.

IV

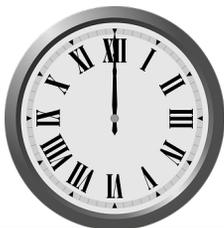
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**False – it is XL
(50 – 10 = 40)**

Two children are discussing Roman Numerals.

IV

Malachi



I think IV is four.

Leanna



I think IV is six.

Who is correct? Explain.

True or False?

XL is the same as LX.

LXXXV is the same as 85.

Two children are discussing Roman Numerals.

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Who is correct? Explain.

Malachi is correct. IV is 4, because $5 - 1 = 4$.

Leanna is incorrect. Six is VI not IV.

True or False?

XL is the same as LX.

False.

XL is the same as 40 and LX is the same as 60.

LXXXV is the same as 85.

True.

Two children are discussing Roman Numerals.

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XL is the same as LX.

False.

XL is the same as 40 and LX is the same as 60.

LXXXV is the same as 85.

True.

Two children are discussing Roman Numerals.

Malachi



XXXIV – IV must be XXX.

Leanna



This means that XXXIV +
IV = XXXIVIV

Who is correct? Explain.

True or False?

XL is the same as X add L.

LXXXV is the same as seven
tens and fifteen ones.

Convince me.

Two children are discussing Roman Numerals.

Malachi



XXXIV – IV must be XXX.

Leanna



This means that XXXIV +
IV = XXXIVIV

Who is correct? Explain.

True or False?

XL is the same as X add L.

LXXXV is the same as seven
tens and fifteen ones.

Convince me.

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34 4 30

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This means that XXXIV +
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$$34 + 4 = 38$$

Who is correct? Explain.

Malachi is correct. Leanna is incorrect as 38 is represented as XXXVIII (10+10+10+5+1+1+1).

True or False?

XL is the same as X add L.

False - XL is 40 (50 – 10)

X add L is 10 add 50 which would make 60.

LXXXV is the same as seven
tens and fifteen ones.

True - LXXXV is 85 (50+10+10+10+5)

Seven tens and fifteen ones = 85

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Convince me.