**LESSON DEVELOPMENT THREE**

**CONVERT KILOMETRES TO METRES**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1****Introduction** **(5 minutes)** | Asks pupils – 1. \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_ is used to measure long and short distance. 2. What is the relationship between metre and kilometre? 3. 2.5 km = \_\_\_\_\_\_\_\_ | 1. Kilometre is used measure long distance while metre is used measure short distance. 2. 1 000 m = 1 km or 1 km = 1 000 m3. 2 500 m | Linking the Previous knowledge to the new lesson  |
| **Step 2** **Development** **(5 minutes)** **Grouping** | 1. Groups the learners into four groups – A, B, C, and D. 2. Guide the learners to choose a leader and secretary for your group. 3. Gives each group learning materials. – pencil, book, ruler, and measuring tape.  | 1. Belong to a group. 2. Choose their leader and secretary. 3. Received learning materials for their group.  | Learner’s group, leader and secretary confirmed. |
| **Step 3****Development** **(10 minutes)** | Lets pupils to study these examples of converting metres to kilometres – 1. 1 000 m = 1 km2. 500 m = 0.5 km 3. 400 m = 0.4 km4. 1 500 m = 1.500 km5. 2 512 m = 2.512 km  | Pupils study the following carefully,1. 1 000 m = 1 km2. 500 m = 0.5 km 3. 400 m = 0.4 km4. 1 500 m = 1.500 km5. 1 512 m = 2.512 km  | Conversion of Metres  |
| **Step 4****Development** **(15 minutes)**  | Guides the pupils through the following exercises – Convert the following to kilometres. 1. 4 000 m2. 4 865 m3. 8 012 m | Pupil’s Working 1. 4 000 m = 1 000 m + 1 000 + 1 000 m + 1 000 m = 1 km + 1 km + 1 km + 1 km= 4 km 2. 4 865 m = 4 000 m + 865 m= 4 km + 0.865 km= 4.865 km3. 8 012 m = 8 000 m + 12 m= 8 000/1 000 km + 12/1 000 km= 8 km + 0.012 km = 8.012 km | Conversion of kilometres  |
| **Step 5****Conclusion****(5 minutes)** | To conclude the lesson, the teacher revises the entire lesson and ask the key questions.  | The learners listen, ask and answer questions. | Lesson Evaluation and Conclusion  |