**LESSON DEVELOPMENT TWO**

**CHANGING FRACTION TO DECIMAL AND VICE VERSA**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction**  **(5 minutes)** | Identify the following types of fractions – 5/2, 1/4, 4 1/6, 7/8, 8/7 and 1 7/8. | 1/4 and 7/8 are proper fractions.  5/2 and 8/7 are improper fractions.  4 1/6 and 1 7/8 are mixed fractions. | 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 – chart showing relationship between fractions and decimals. | 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)** | Guide pupils to study the charts.  Ask the questions based on the information on the chart. |  | Relationship between fraction and decimal |
| **Step 4**  **Development**  **(5 minutes)** | Lead the groups on practical work on how to convert fraction to decimal and vice versa. | Follow the teacher’s lead and instructions. | Changing fraction to decimal and vice versa. |
| **Step 4**  **Development**  **(10 minutes)** | Based on instructions given, give the groups work to do | Groups work. | Groups Evaluation |
| **Step 5**  **Development**  **(5 minutes)** | Asks each group to present their answers so that you can compare responses with those of other groups. | Presentation | Presentation |
| **Step 6**  **Conclusion**  **(5 minutes)** | To conclude the lesson, the teacher revises the entire lesson and ask the key questions.  KEY QUESTIONS – The groups work will be given as work to do to all the pupils. | The learners listen, ask and answer questions. | Lesson Evaluation and Conclusion |

**STUDY CHARTS 1 STUDY CHART 2 STUDY CHART 3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Fractions** | **Decimals** | **Fractions** | **Decimals** | **Fractions** | **Decimals** |
| **1/10** | **0.1** | **1/100** | **0.01** | **20/100** | **0.20** |
| **2/10** | **0.2** | **2/100** | **0.02** | **30/100** | **0.30** |
| **3/10** | **0.3** | **3/100** | **0.03** | **40/100** | **0.40** |
| **4/10** | **0.4** | **4/100** | **0.04** | **50/100** | **0.50** |
| **5/10** | **0.5** | **5/100** | **0.05** | **60/100** | **0.60** |
| **6/10** | **0.6** | **6/100** | **0.06** | **70/100** | **0.70** |
| **7/10** | **0.7** | **7/100** | **0.07** | **80/100** | **0.80** |
| **8/10** | **0.8** | **8/100** | **0.08** | **90/100** | **0.90** |
| **9/10** | **0.9** | **9/100** | **0.09** | **100/100** | **100/100** |
| **10/10** | **1.0** | **10/100** | **0.1** | **110/100** | **1.00** |
| **11/10** | **1.1** | **11/100** | **0.11** | **120/100** | **1.10** |