**LESSON DEVELOPMENT TWO**

**ORDERING OF WHOLE NUMBERS UP TO 10 000**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1****Introduction** **(5 minutes)** | Ask pupils to arrange the following numbers from the smallest to the biggest numbers – 300, 500, 400, 200, 600, 100, 800, 900, 700, and 1000. | 100, 200, 300, 400, 500, 600, 700, 800, 900 and 1000.  | 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 – Flash cards and number charts | 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****(5 minutes)** | Ask pupils between 5 106 and 6 105, which one is the greater or less than. Ask the groups to write the symbols of less and greater less than on their cardboard.  | 6 105 is greater 5 106 or 5 106 is less than 6 105.Less than Greater than | Less and greater than  |
| **Step 4****Development****(10 minutes)** | Compare the following numerals using the symbols > or <. 1. 6 014 and 6 0412. 9 009 and 9 0903. 9 132 and 9 1234. 1 010 and 1 011 | Groups work  | 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****(10 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  |

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