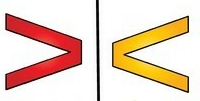
**LESSON DEVELOPMENT THREE**

**ORDERING OF WHOLE NUMBERS UP TO 100 000**

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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 – 3 000, 5 000, 4 000, 2 000, 6 000, 1 000, 8 000, 9 000, 7 000, and 10 000. | 1 000, 2 000, 3 000, 4 000, 5 000, 6 000, 7 000, 8 000, 9 000 and 10 000. | 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)** | Guide and Ask pupils between 59 106 and 59 160, which one is the greater or less than.  Ask the groups to write the symbols of less and greater less than on their cardboard. | 59 160 is greater 59 106 or 59 106 is less than 59 160.  Less than  Greater than | Less and greater than |
| **Step 4**  **Development**  **(10 minutes)** | Compare the following numerals using the symbols > or <.  1. 61 014 and 61 041  2. 99 009 and 99 090  3. 19 132 and 19 123  4. 11 010 and 11 011 | 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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