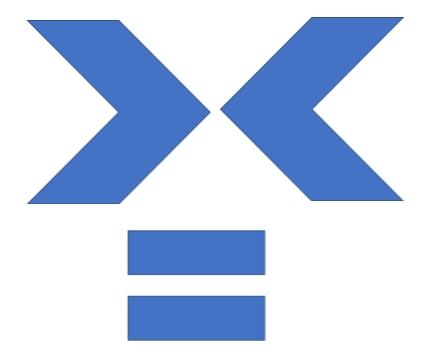
**LESSON DEVELOPMENT ONE**

**ORDERING OF WHOLE NUMBERS UP TO 50**

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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 – 10, 5, 15, 25, 20, 35, 30, 50, 45 and 40. | 5, 10, 15, 20, 25, 30, 35, 40, 45 and 50. | 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 23 and 32, which one is the greater or less than.  Ask the groups to write the symbols of less or greater than on their cardboard. Ask them to write the sign of equal too.  Guide the groups compare 14 + 2 and 17 – 1. | 32 is greater 23 or 23 is less than 32.    14 + 2 = 16  17 – 1 = 16  Therefore, 14 + 2 = 17 - 1 | Less than, greater than and equal too |
| **Step 4**  **Development**  **(10 minutes)** | Compare the following numerals using the symbols > or < and =.  1. 10 + 5 and 20 - 5  2. 43 and 34  3. 16 – 1 and 7 + 8  4. 31 and 13 | 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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