**LESSON DEVELOPMENT THREE**

**ORDERING OF FRACTIONS**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction**  **(5 minutes)** | Get a cardboard stripes and divide it into three parts (unequal). Guide and ask the pupils to identify each parts of the fractions.   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |   Ask them to arrange the fractions.  Teacher’s remark – 2/12, 4/12 and 5/12, the order are correct for fractions with the same denominator. | |  |  |  | | --- | --- | --- | | A | B | C |   Each of the fraction are 5/12, 3/12 and 4/12  2/12, 4/12 and 5/12  Listen to the teacher’s remark. | 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 – Cardboard or graph sheet. | 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)** | Give each group cardboard stripes of equal length or graph sheet.  Guide them to square each stripe based on whole and shade the fractional part of 3/4, 2/5, 4/6 and 2/8 on the cardboard.  OR  Guide to represent each of the fraction on graph sheet.  Ask pupils to arrange the fractions according to the length of the shaded parts. | 2/8   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | \*\*\*\* | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |   2/5   |  |  |  |  |  | | --- | --- | --- | --- | --- | | ++++++++ | |  |  |  | |  |  |  |  |  |   4/6   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | xxxxxxxxxxxxxxxxx | | | |  |  | |  |  |  |  |  |  |   3/4   |  |  |  |  | | --- | --- | --- | --- | | /////////////////////// | | |  | |  |  |  |  | | Ordering of Fractions without equal denominators |
| **Step 4**  **Development**  **(10 minutes)** | Arrange the following fractions in order from the largest – 2/6, 1/2, 4/6 and 2/3. | Groups discussion | Groups work |
| **Step 5**  **Development**  **(5 minutes)** | Asks each group to present their answers so that you can compare responses with those in other groups.  Call two or more representatives for presentation. | Presentation | Presentation |
| **Step 6**  **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 |