**LESSON DEVELOPMENT ONE**

**ORDERING OF FRACTIONS – ASCENDING AND DESCENDING ORDER**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction**  **(5 minutes)** | Ask the class –  What is a fraction?  List and explain the types of fraction.  What are equivalent fractions of 2/3? | Expected response – A fraction is a part of whole.  Types of Fraction – proper, improper and mixed fractions.  2/3 = 4/6, 8/12, 16/24, etc. | 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**  **(15 minutes)** | Remind and guide the pupils on how to arrange fractions (2/8, 2/5, 4/6, 3/4) using stripes. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | \*\*\*\* | | | |  | | |  | |  | | |  | |  | | | |  | |  |  | | |  | | |  | |  | | |  | |  | | | |  | | ++++++++ | | | | | | | |  | | |  | | | | |  | | | |  | | |  | | | | |  | | |  | | | | |  | | | | xxxxxxxxxxxxxxxxx | | | | | | | | | | | | |  | | | |  | | |  | |  | | | |  | | |  | | | |  | | | |  | | | /////////////////////// | | | | | | | | | | | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | |   2/8, 2/5,4/6 and 3/4 | Ordering of Fractions with stripe. |
| Lead the pupils ordering of fractions – 4/6, 2/5, 3/4, 2/8 using the denominators.  Guided Instructions  Find the LCM of the denominators – 6, 5, 4 and 8.  Change the denominator to 120 and multiple its equivalent by the numerator.  Arrange the fractions in ascending order with their equivalent fractions. | Follow the teacher’s lead.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 2  2  2  3  5 | 6  3  3  3  1 | 5  5  5  5  5  1 | 4  2  1  1  1 | 8  4  2  1  1 |   LCM of 6, 5, 4 and 8 =2 x 2 x 2 x 3 x 5 = 120.  4/6 = (4 x 20)/(6 x 20) = 80/120  2/5 = (2 x 24)/(5 x 24) = 48/120  3/4 = (3 x 30)/(4 x 30) = 90/120  2/15 = (2 x 15)/(8 x 15) = 30/120  30/120 = **2/8**, 48/120 = **2/5**, 80/120 = **4/6**, 90/120 = **3/4**.  That’s 2/8, 2/5, 4/6 and 3/4 | Ordering of Fractions using equivalent fractions. |
| **Step 4**  **Development**  **(5 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 |