**LESSON DEVELOPMENT TWO**

**CHANGING IMPROPER FRACTIONS TO MIXED FRACTIONS**

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1****Introduction** **(5 minutes)** | Ask pupils to differentiate between proper, improper and mixed fractions.Teacher’s remark - Improper fractions can be rewritten mixed fractions.  | **Proper fractions** have a numerator that is always less than the denominator. **Improper fractions** have a numerator that is greater than the denominator. **Mixed fractions** have a whole-number part and a fractional part (usually proper).Listen to the teacher’s remark and lesson’s introduction.  | 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 –  | 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 the pupils to change the following improper fractions to mixed numbers/fractions – 5/3 and 15/7.Note – make the conversion simpler by simple counting, if possible.  | 5/3 = (**III** II)/3= 1 2/315/7 = (**IIIIIII IIIIIII** I)/7 = 2 1/7  | Changing Improper fractions to mixed numbers |
| **Step 4****Development****(10 minutes)** | Change each of the following to mixed numbers – 27/814/533/10 | Individual work 27/8= 3 3/814/5 = 2 4/533/10= 3 3/10 | Evaluation  |
| **Step 4** **Development****(5 minutes)** | Wrap up individual work within their group.  | Groups work.  | Groups Evaluation  |
| **Step 5****Development** **(10 minutes)**  | Asks each group to present their answers so that you can compare responses with those of other groups.  | 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 Conclusion  |