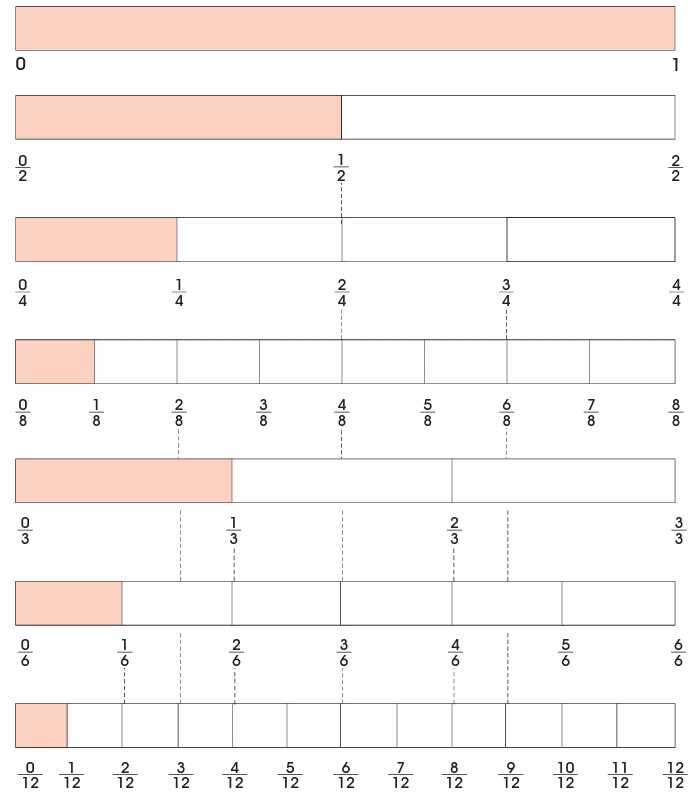
**LESSON DEVELOPMENT THREE**

**COMPARE FRACTIONS USING <, =, >**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 compare the space bars of A, B and C with one another using < or >. | |  |  |  | | --- | --- | --- | | A | B | C |   Each of the fraction are 5/12, 3/12 and 4/12  A > B, C > B and A > C. | 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 and fraction line or bar. | 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)** | Guide the pupils to study the charts carefully.  Help pupils to use the number line.  1. Which is greater, 1/3 or 1/4?  2. Which is greater, 1/6 or 5/6?  3. Which is smaller, 1/2or 1/3?  4. Which is smaller, 5/6 or 2/3? | Follow the teacher’s instruction and use < or | Using < or > |
| **Step 4**  **Development**  **(10 minutes)** | Copy and complete. Use either <, > or =. | 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 |

***FRACTION LINES OR BARS***

