**LESSON DEVELOPMENT THREE**

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

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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.

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Ask them to compare the space bars of A, B and C with one another using < or >.  |

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| A | B | C |

Each of the fraction are 5/12, 3/12 and 4/12A > 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***

