**LESSON DEVELOPMENT ONE**

**INTRODUCTION TO RATIO IN ITS LOWEST FORM**

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction**  **(5 minutes)** | Call out the two class captains (a boy and a girl) to stand in front of the class.  Ask the boy to count the total number of pupils that are boys and the girl count the total number of pupils that are girls in the class.  Ask them to compare the number of boys and girls together.  Teacher’s remark – comparing things or values together is called RATIO **( : ).** The ratio of boy to girl (girls to boys) is written as boys : girls (girls : boys). | Expected response –  Total number of boys \_\_\_\_\_  Total number of girls \_\_\_\_\_  The number of boys is more or less than the number of girls.  Listen to the teacher’s remark as he/she introduced the lesson. | 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 – Pupil’s population. | 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 A**  **Development**  **(5 minutes)** | Lead the groups to their respective classes for counting and represent their information in ratio. | Follow the teacher’s lead and represent their information in ratio. | Group work – Ratio of boys and girls |
| **Step 3 B**  **Development**  **(5 minutes)** | Pick the result of one of the groups to guide pupils to simplify ratio in its lowest form. For example – ratio of boys to girls = 16 : 20  Teacher’s remark – ratio can be written as fraction.  For example – 16 : 20 = 16/20 or 2/5. | |  |  |  | | --- | --- | --- | | 2  2 | 16  4  2 | 20  10  5 |   The ratio of boys to girls  = 16 : 20  = 2 : 5  Listen to the teacher’s remark. | Ratio in Its Lowest Form |
| **Step 4**  **Development**   1. **minutes)** | 1. What is the total number of fruits?  2. What is the total number of strawberries?  3. What is the total number of oranges?  4. What is the ratio of oranges to strawberries?  5. What is the ratio of strawberries to oranges?  6. What is the ratio of oranges to total fruit?  7. What is the ratio of strawberries to total fruit? | 1. Total number of fruits – 10.  2. Total number of strawberries – 6.  3. Total number of oranges – 4.  4. Oranges : Strawberries = 4 : 6 = 2 : 3.  5. Strawberries : Oranges = 3 : 3.  6. Oranges : Fruits = 4 : 10 = 2 : 5.  7. Strawberries : Fruits = 6 : 10 = 3 : 5. | 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.  **KEY QUESTIONS – QUANTITATIVE REASONING**  **Copy and complete the following.**  **Sample – 10 : 5 = 5 : 1 = 50 = 25**  1. \_\_\_\_ : 12 = 9 : 4  2. 3 : 6 = 9 : \_\_\_\_  3. 2 : \_\_\_\_ = 6 : 40  4. 10 : 4 = \_\_\_\_ : 8  5. 1 : \_\_\_\_ = 6 : 24 | The learners listen, ask and answer questions. | Lesson Evaluation and Conclusion |

