**LESSON DEVELOPMENT THREE**

**DECIMAL FRACTIONS – TENTH AND HUNDREDTHS**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction**  **(5 minutes)** | Fractions with denominators “10” and “100” are known as tenths and hundredths can be written as decimals – 0.1 and 0.01. The number of digits to the right of the decimal point equals the number of zeros in the denominator of the common fraction.  Lead the pupils to understand the above concept.  Write each of these as a common fraction and decimal fraction –  Four tenths  Four hundredths  Teacher’s remark - The number of digits to the right of the decimal point equals the number of zeros in the denominator of the common fraction. | Listen to the teacher’s explanation.  Follow the teacher’s lead.  Four tenths  = 4/10  = 0.4  Four hundredths  = 4/100  = 0.04  Listen to the teacher’s remark and lesson’s introduction – Further Practice on Tenth and Hundredths. | 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 – NMM Book 6. | 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)** | Lead the pupils to changing decimal fractions to common fractions.  21.5  1.45 | Follow the teacher’s lead to change decimal fractions to common fractions.  21.5  = 21 5/10 3  1.45  = 1 45/100 | Tenths and Hundredths |
| **Step 4**  **Development – Individual/Groups Work**  **(15 minutes)** | **QUANTITATIVE REASONING –** Examples  **3.5 = 35/10**  **0.35 = 35/100**  Copy and complete the following.    1. 2.51  2. 4.09  3. 7/100  4. 995/100  5. 24/100 | Groups discussion | Groups work |
| **Step 5**  **Development**  **(15 minutes)** | Asks each group to present their answers so that you can compare responses with those in other groups.  Call out two or more groups 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 |