EaD Comprehensive Lesson Plans

Strand:	Number	Sub-Strand:	Fractions, Decimals and Percentages

BASIC 7

WEEKLY LESSON PLAN – WEEK 7

Content Standard:	B7.1.3.1 Simplify, compare and order a mixture of positive fractions (i.e. common, percent and decimal) by changing all to equivalent (i) fractions (ii) decimals, or (iii) percentages				
Indicator (s)	B7.1.3.1.1 Determine and recall the percentages and decimals of given benchmark fractions (i.e. tenths, fifths, fourths, thirds and halves) and use these to compare quantities B7.1.3.1.2 Compare and order fractions (i.e. common, percent and decimal fractions up to thousandths) limit to the benchmark fractions		Performance Indicator: Learners can		
Week Ending	25-10-2024				
Class	B.S.7	Class Size:		Duration:	
Subject	Mathematics				
Reference	Mathematics Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook.				
Teaching / Learning Resources	Pictures, number chat, bottle tops, bundle of sticks		Core Competencies:		
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN		PHASE 3: REFLECTION	
TUESDAY	Review Learners knowledge on the concept of Fraction.	1. Demonstrate writing fractions in their simplest forms. 2. Assist Learners to practice writing fractions in their simplest forms. 3. Discuss with Learners how to convert mixed fractions to improper fractions. 4. Learners in small groups to practice converting improper fractions to mixed fractions. **Converting An Improper Fraction** **1.Divide the numerator by the denominator**		Reflect on converting from mixed fractions to improper fractions.	

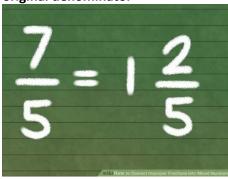**2. Write the whole number answer.**

3. Make a fraction from the remainder and the original denominator

5. **To get back to an improper fractions, add the whole number to the numerator**

THURSDAY	Review Learners knowledge on the previous lesson.	1. Demonstrate converting fractions to decimals. 2. Assist Learners to convert fractions to decimals and decimals to fractions. 3. Discuss with Learners how to find percent equivalences of fractions.	Reflect on how to convert fractions to decimals.

Converting from fractions to decimals using long division;

```
  0.625
8 )5.000
  0
  5.0
  4.8
   20
   16
    40
    40
     0
```

5/8 = 0.625

Convert *34* to a Decimal

Step 1: We can multiply 4 by 25 to become 100

Step 2: Multiply top and bottom by 25:

×25

3/4 = 75/100

×25

Step 3: Write down 75 with the decimal point 2 spaces from the right (because 100 has 2 zeros);

Answer = 0.75

Convert *3/16* to a Decimal

Step 1: We have to multiply 16 by **625** to become 10,000

Step 2: Multiply top and bottom by 625:

×625

3/16 = 1,875/10,000

×625

Step 3: Write down 1875 with the decimal point 4 spaces from the right (because 10,000 has 4 zeros);

Answer = 0.1875

		(a) $\dfrac{2}{5}$ $\quad$ $\dfrac{2}{5} = \dfrac{4}{10} = 0.4$ (b) $\dfrac{3}{50}$ $\quad$ $\dfrac{3}{50} = \dfrac{6}{100} = 0.06$ (c) $\dfrac{6}{25}$ $\quad$ $\dfrac{6}{25} = \dfrac{24}{100} = 0.24$ (d) $\dfrac{5}{4}$ $\quad$ $\dfrac{5}{4} = \dfrac{125}{100} = 1.25$ (e) $\dfrac{7}{250}$ $\quad$ $\dfrac{7}{250} = \dfrac{28}{1000} = 0.028$	
FRIDAY	Learners brainstorm to explain ascending and descending order.	1. Assist Learners to arrange fractions in ascending and descending order. 2. Learners in small groups to compare decimals using greater than >, less than< and equals to = 3. Assist Learners to compare and order common and decimal fractions and percent, and express them in one form. $0.5 \quad \dfrac{1}{2} \quad 50\%$ DECIMAL $\qquad$ FRACTION $\qquad$ PERCENTAGE $\dfrac{2}{5} \times \dfrac{6}{6} = \dfrac{12}{30} \quad \dfrac{4}{6} \times \dfrac{5}{5} = \dfrac{20}{30} \quad \dfrac{3}{5} \times \dfrac{6}{6} = \dfrac{18}{30} \quad \dfrac{1}{3} \times \dfrac{10}{10} = \dfrac{10}{30}$ The equivalent fractions are: $\dfrac{12}{30} \quad \dfrac{20}{30} \quad \dfrac{18}{30}$ and $\dfrac{10}{30}$ On comparing, we get: $\dfrac{10}{30} < \dfrac{12}{30} < \dfrac{18}{30} < \dfrac{20}{30}$ Therefore, $\dfrac{1}{3} < \dfrac{2}{5} < \dfrac{3}{5} < \dfrac{4}{6}$	Through questions and answers, conclude the lesson. **Exercise;** 1. Arrange the following numbers in ascending order: $4^3, 5^2, 1^5, 2^6, 3^4$ 2. Arrange the following numbers in descending order: $4^2, 5^2, 2^4, 3^3$ 3. Arrange $^3/_7, ^2/_7, ^5/_7, 1/_7$ in ascending order. 4. Arrange $^3/_7, ^3/_8, ^3/_5, ^3/_4$ in ascending order. 5. Arrange $^2/_5, ^4/_6, ^3/_5$ and $^1/_3$ in ascending order.

Name of Teacher: $\qquad$ **School:** $\qquad$ **District:**