

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	MATHEMATICS			

2026 WEEK 1: LESSON 1

Strand: Numbers

Sub Strand: Whole Numbers: Place Value

Specific Learning Outcomes:

- By the end of this lesson, learners should be able to:

1. Identify the place value of digits up to thousands using place value apparatus.
2. Use the place value of digits in daily life situations.
3. Appreciate the importance of finding the place value of digits in real life.

Key Inquiry Question:

- How do you find the place value of numbers?

Learning Resources:

- KLB Visionary Mathematics Grade 4, Pages 1-2
- Number cards
- Place value apparatus (e.g., base ten blocks)
- IT devices (tablets/computers)
- Video clips illustrating place value

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson about basic number concepts.

- Discuss with learners how knowing place value might help them in everyday life, using examples (e.g., understanding pricing, counting money).
- Guide learners to read and discuss relevant content from the learning resources focusing on the key inquiry question, "How do you find the place value of numbers?"

Lesson Development (25 minutes):

Step 1: Demonstration

- Introduce the place value apparatus. Show how to represent numbers using base ten blocks: units, tens, hundreds, and thousands.
- Write a few four-digit numbers on the board (e.g., 2,345). Ask, "What does each digit represent?"

Step 2: Group Activity

- In pairs, give each group a number and a set of place value apparatus. Ask them to arrange the blocks to show the number visually.
- Example number: 1,482. Each group should show 1 thousand, 4 hundreds, 8 tens, and 2 units.

Step 3: Record and Share

- Have each group record their number and its breakdown (such as: $1,000 + 400 + 80 + 2 = 1,482$) on chart paper.
- Groups take turns sharing their number with the class, explaining the place value of each digit.

Step 4: Real-World Application

- Discuss how understanding place value helps in real-life applications (e.g., reading prices, population statistics).
- Present a scenario where students need to determine the value of digits in a real number (e.g., the cost of items in a store).

Conclusion (5 minutes):

- Summarize the key points about place value and its importance.
- Conduct a quick interactive game where you say a number, and students must shout out the place value of a specified digit (e.g., "In the number 3,654, what is the place value of 6?").
- Preview the next lesson topic about addition and subtraction of whole numbers and ask the class to think about how place value will help with those operations.

Extended Activities:

- Place Value Scavenger Hunt: Have learners find examples of numbers with different place values around the classroom or school (e.g., prices in the cafeteria, bus numbers).
- Create Your Own Store: Learners create a pretend store where they price items using numbers up to the thousands and practice using place value to calculate total prices.
- Flashcards: Create flashcards for different place values and practice identifying them in pairs or small groups.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	MATHEMATICS			

Strand: Numbers

Sub Strand: Whole numbers: place value

Specific Learning Outcomes:

- By the end of this lesson, learners should be able to:

1. Identify place value of digits up to tens of thousands using place value apparatus.
2. Use place value of digits up to tens of thousands in daily life situations.
3. Appreciate finding the place value of digits up to tens of thousands in real life.

Key Inquiry Question(s):

- What is the place value of 368?

Learning Resources:

- KLB Visionary Mathematics Grade 4 (Pages 2-3)
- Number cards
- Place value apparatus (base ten blocks or charts)
- IT devices (tablets or computers)
- Video clips demonstrating place value

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on whole numbers and place value.
- Introduce the concept of place value and its importance in understanding numbers.

- Guide learners to read from the resource material, focusing on understanding what place value means and how it is used in everyday situations.

Lesson Development (25 minutes):

Step 1:

- Introduction to Place Value Apparatus
- Show the place value apparatus to the class. Discuss how each piece represents different values (units, tens, hundreds, thousands, and ten thousands).
- Ask the learners to handle the apparatus and identify the pieces representing each place value.

Step 2:

- Pair Work with Number Cards
- Distribute number cards with different values (e.g., 12,345; 67,890).
- In pairs, have learners determine the place value of each digit in the number cards they received. For example, for 12,345:
 - 1 is in the ten thousands place,
 - 2 is in the thousands place,
 - 3 is in the hundreds place, and so on.

Step 3:

- Real-Life Application
- Discuss real-life examples that involve the use of place value:
 - Money (\$10,000 or \$5.50),
 - Populations of cities (e.g., city populations in thousands),
 - Distances (kilometers or miles).
- Ask each pair to think of a real-life example using numbers up to tens of thousands and share their examples with the class.

Step 4:

- Interactive Review and Assessment
- Play a quick interactive game where students use their apparatus to show place value representations of numbers called out by the teacher.
- For example, if the teacher says "32,781," students should correctly display this using the apparatus.

Conclusion (5 minutes):

- Summarize the key points learned during the lesson: the meaning of place value and its practical uses.
- Conduct a brief quiz where students write down one number and identify the place value of one of its digits.
- Preview the upcoming session on comparing and ordering numbers to keep them engaged.

Extended Activities:

- Place Value Scavenger Hunt:

In a classroom or school environment, have students find various numbers (e.g., on store signs, in newspapers, etc.) and record the place value of specific digits.

- Create a Place Value Poster:

Learners can create a poster that features a large number, with a breakdown of the place value for each digit, using drawings or cut-out pieces from magazines.

- Online Place Value Games:

Assign students to explore educational websites with interactive place value games to reinforce their understanding at home.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	MATHEMATICS			

Strand: Numbers

Sub Strand: Whole Numbers: Total Value

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify the total value of digits up to ten thousand using place value apparatus.
2. Use the total value of digits up to ten thousand in real-life contexts.
3. Appreciate finding the total value of digits up to ten thousand in everyday situations.

Key Inquiry Question(s):

- How do you find the total value of numbers in real life?

Learning Resources:

- KLB Visionary Mathematics Grade 4 Pages 3-4
- Number cards
- Place value apparatus
- IT devices (tablets/computers)
- Video clips demonstrating place value

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on place values. Ask students to recall what they learned about the values of digits in smaller numbers.

- Introduce the new lesson by asking students to read together from the KLB Visionary Mathematics book, particularly pages 3-4, discussing how to find total values of numbers.

Lesson Development (25 minutes):

Step 1: Understanding Place Value

- Introduce the concept of place value with examples on the board. Explain the value of each position up to ten thousand (units, tens, hundreds, thousands, ten thousands).
- Use the place value apparatus to illustrate how each digit's position affects its total value.

Step 2: Hands-On Activity with Number Cards

- Divide students into pairs and give each pair a set of number cards (e.g., cards representing digits 0-9) and place value apparatus.
- Challenge them to create their own numbers up to ten thousand and identify the total value of each digit they arrange using the apparatus.

Step 3: Real-Life Application

- Discuss how these large numbers are used in real life (e.g., population counts, distances, or money).
- Give examples and guide students to think of their own examples where they might encounter such numbers (like prices of cars, the number of people in a stadium, etc.).

Step 4: Work Together with IT Devices

- Use IT devices to access a short video clip demonstrating how to find total values in various real-life scenarios.
- After viewing, facilitate a discussion asking students how they can apply what they learned to understand total values better.

Conclusion (5 minutes):

- Summarize the key points covered in the lesson: the significance of place value and how to determine the total value of digits.
- Conduct a quick interactive activity where students call out numbers and the class quickly identifies the total value together.
- Preview the next session, which will delve deeper into comparing and ordering numbers up to one hundred thousand.

Extended Activities:

- Place Value Online Game: Encourage students to explore interactive online games focusing on place values and total values of larger numbers.
- Math Journal Entry: Have students write a short journal entry about a time they used large numbers in their lives or something interesting they've learned about place values.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	MATHEMATICS			

Strand: Numbers

Sub Strand: Whole numbers: Total value

Specific Learning Outcomes:

- By the end of the sub-strand, the learners should be able to:

1. Use an IT device to learn more about total numbers up to tens of thousands.
2. Write the total value of each digit in numbers.
3. Appreciate using digital devices to learn about place value.

Key Inquiry Question:

- What did you learn about the total value of numbers?

Learning Resources:

- KLB Visionary Mathematics Grade 4 Pages 3-4
- Number cards
- Place value apparatus
- IT devices
- Video clips

Organisation of Learning:

Introduction (5 minutes):

- Begin with a brief review of the previous lesson on place value. Ask students to recall what they learned and if they can give examples.

- Display the relevant content from KLB Visionary Mathematics and guide learners to read and discuss it. Encourage them to think about the importance of each digit in a number.

Lesson Development (25 minutes):

Step 1:

- Introduction to IT Resources: Divide the class into small groups. Provide each group with an IT device, such as a tablet or laptop. Explain how they will use it to access interactive place value games or videos related to total numbers up to tens of thousands.

Step 2:

- Identifying Values: After the digital exploration, give each group a set of numbers (e.g., 42, 586, 23,510). Each group will discuss and write down the total value of each digit in the numbers provided. For example, for 23,510:

- 2 is worth 20,000
- 3 is worth 3,000
- 5 is worth 500
- 1 is worth 10
- 0 is worth 0

Step 3:

- Class Discussion: Regroup as a class. Ask each group to share one number and its digit values. Encourage students to explain how they determined the value of each digit.

Step 4:

- Interactive Exercise: As a class, play a quick game where numbers are displayed on the board, and students take turns shouting out the total values of the digits in those numbers.

Conclusion (5 minutes):

- Summarize the key points learned during the lesson, focusing on the total value of digits and the importance of place value.
- Conduct a brief interactive activity such as a quick quiz or a group response session, asking questions like “What is the total value of the 7 in 7,422?”
- Preview the next session’s topic, such as comparing large numbers, and ask students, “What do you think you will learn about really big numbers?”

Extended Activities:

- Math Centers: Set up math centers focused on different aspects of place value. For example, one center could have hands-on activities with place value blocks while another could focus on digital games.
- Home Assignment: Ask students to choose a number between 10,000 and 99,999 and create a poster showing the total value of each digit in the number along with a real-life context (e.g., "This number represents how many people live in my city.").
- Family Learning: Encourage family participation by having students explain the concept of total value and place value to a family member and report back on what their family learned.

Teacher Self-Evaluation:

WEEK 1: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	MATHEMATICS			

Strand: Numbers

Sub Strand: Whole Numbers

Specific Learning Outcomes:

- By the end of this lesson, learners should be able to:

1. Read and write numbers up to 10,000 in symbols in real-life situations.
2. Use numbers up to 10,000 in symbols in practical contexts.
3. Appreciate the importance of reading and writing numbers up to 10,000.

Key Inquiry Question(s):

- What do you consider when writing numbers in symbols?

Learning Resources:

- KLB Visionary Mathematics Grade 4 Pages 5-7
- Number cards
- Place value apparatus
- IT devices (tablets or computers)
- Video clips on place value and large numbers

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson's content related to place values and numbers.

- Ask students to share examples of numbers they have encountered in their daily lives (e.g., populations, distances, prices).
- Guide learners to read and discuss relevant content from the KLB book, focusing on the importance of understanding large numbers in real life.

Lesson Development (25 minutes):

Step 1: Introduction to Numbers up to 10,000

- Present a quick overview of how to read and write numbers in symbols, focusing on the digits from 1 to 10,000.
- Introduce examples of different contexts where these numbers are used (e.g., sports scores, book pages, bank balances).

Step 2: Practice Reading Numbers

- Provide each pair/group with number cards representing various numbers (e.g., 2,435; 8,709; 10,000) and ask them to read each number aloud.
- Encourage them to help each other with pronunciation and understanding the value of each digit.

Step 3: Writing Numbers in Real-Life Contexts

- Ask them to write down a number they see in their environment (e.g., from their favorite book, a price tag, or their age).
- Discuss the significance of viewing numbers in real-world scenarios.

Step 4: Using Technology to Explore Numbers

- Allow learners to use IT devices to watch a short video clip that reinforces the concepts discussed.
- After viewing, ask students to write one thing they learned from the video that they didn't know before.

Conclusion (5 minutes):

- Summarize the key points discussed, including how to read and write numbers up to 10,000 and their importance in everyday situations.
- Conduct a brief interactive activity where students can write numbers on the board, and the class guesses the contexts they come from.
- Preview the next lesson on comparing and ordering numbers, and ask students to think about where they might find larger numbers used.

Extended Activities:

- Home Activity: Ask students to find three examples of numbers larger than 1,000 in newspapers, magazines, or online and bring them to class.
- Group Project: Create a “Number Book” where students illustrate and describe the significance of different numbers up to 10,000 within their local community (e.g., the number of students in their school, number of books in the library).
- Interactive Game: Organize a number-sorting game where students arrange cards with numbers in ascending order and present them to the class.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	MATHEMATICS			

Strand: Numbers

Sub-Strand: Whole Numbers

Specific Learning Outcomes:

- By the end of the sub-strand, learners should be able to:

1. Use IT devices to learn more about writing numbers in symbols up to 10,000.
2. Play games involving numbers in symbols.
3. Appreciate the use of numbers in symbols in real life.

Key Inquiry Question:

- Where are numbers in symbols used in real life?

Learning Resources:

- KLB Visionary Mathematics Grade 4, Pages 5-7
- Number Cards
- Place Value Apparatus
- IT Devices (tablets or computers)
- Video Clips on numbers and their uses

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on place values, focusing on identifying numbers up to 1,000.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the importance of numbers in daily life and their representation in symbols.

Lesson Development (25 minutes):

Step 1: Explore Number Representation

- Use IT devices to show a video explaining how numbers are written in symbols up to 10,000.
- Discuss the various ways we see these numbers in real life (e.g., in books, on signs, in prices).

Step 2: Practice Writing Numbers

- In pairs, have learners use IT devices to create a digital poster that includes:
 - 3 different numbers (written in symbols).
 - Their corresponding word forms (e.g., 5,632 & five thousand six hundred thirty-two).
- Encourage creativity by adding visuals representing these numbers.

Step 3: Number Games

- Introduce a fun online game that allows students to practice identifying and writing numbers up to 10,000.
- Alternatively, set up stations with physical number cards for a hands-on game where students match numbers to their symbolic forms.

Step 4: Discussion and Reflection

- Bring learners together and discuss what they learned about numbers today.
- Ask questions like: “How do you think numbers help us in shopping?” or “Can anyone give me an example of a number they saw today in their environment?”

Conclusion (5 minutes):

- Summarize key points: the importance of understanding number symbols and where we see them in everyday life.

- Conduct a brief interactive activity, such as a number scavenger hunt, where students find examples of numbers in the classroom or school environment.
- Preview the next lesson: “Next time, we will explore how to compare numbers and understand greater and lesser values!”

Extended Activities:

- Home Activity: Challenge students to find at least five different places where they can see numbers in symbols outside of school (like in stores or on street signs) and share them in the next class.
- Math Journals: Have students keep a math journal where they reflect on what they learn about numbers each week, including their experiences with using numbers in real life.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	MATHEMATICS			

Strand: Numbers

Sub Strand: Whole numbers

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Read and write numbers up to 1,000 in words from a number chart.
2. Use and relate numbers up to 1,000 in words in real life.
3. Appreciate the importance of reading and writing numbers in words in everyday situations.

Key Inquiry Question(s):

- What do you consider when writing numbers in words?

Learning Resources:

- KLB Visionary Mathematics Grade 4 Pages 7-8
- Number cards
- Place value apparatus
- IT devices (tablets/laptops)
- Video clips on reading and writing numbers

Organisation of Learning:

Introduction (5 minutes):

- Begin the lesson by reviewing the previous topic to connect prior knowledge with new learning.

- Ask students to share how they use numbers in their daily lives.
- Display a number chart on the board and guide learners to discuss how numbers are represented.

Lesson Development (25 minutes):

Step 1: Introduction to Writing Numbers in Words

- Explain the importance of writing numbers in words and how it is used in real life (e.g., checks, addresses).
- Show examples from the number chart and write a few numbers in words together as a class (e.g., 345 = three hundred forty-five).

Step 2: Partner Activity with Number Cards

- Distribute number cards (ranging from 1-1,000) to pairs of students.
- Instruct students to take turns reading the number on their card and writing it in words on a piece of paper.
- Monitor and assist pairs as needed, ensuring they focus on accurate spelling and phrasing.

Step 3: Place Value Exploration

- Using the place value apparatus, review how the position of numbers in a three-digit number affects how it is written in words.
- Have the students create numbers using the apparatus and practice writing those numbers in words.

Step 4: Individual Writing Challenge

- Distribute a short exercise where each student must read a list of numbers and write each as words.
- Encourage students to check their spelling and help each other.

Conclusion (5 minutes):

- Summarize key points discussed during the lesson, emphasizing the process of converting numbers into words.
- Conduct a quick interactive quiz where students raise their hands to give the correct word form for a number displayed on the board.
- Preview the next lesson by introducing the concept of comparing and ordering numbers and encouraging students to think about why understanding number values is essential.

Extended Activities:

- Home Connection: Encourage students to find and write down items in their house that have prices (like toys or groceries) and write the amounts in words.
- Creative Writing: Ask students to write a short story that includes at least five different numbers written in words.
- Classroom Display: Create a “Number Wall” where students can contribute by writing different numbers in words and hanging them up for display.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	MATHEMATICS			

Strand: Numbers

Sub Strand: Whole Numbers

Specific Learning Outcomes:

- By the end of the sub-strand, learners should be able to:

1. Use IT devices to learn more about writing numbers in words up to 10,000
2. Play games involving numbers in words
3. Appreciate the use of number words in real life

Key Inquiry Questions:

- How do you find the total value of numbers in real life?

Learning Resources:

- KLB Visionary Mathematics Grade 4 (Pages 7-8)
- Number cards
- Place value apparatus
- IT devices (tablets/computers)
- Video clips

Organisation of Learning:

Introduction (5 minutes):

- Review the Previous Lesson: Begin with a quick recap of what was learned in the last math lesson, focusing on whole numbers.

- Discussion: Ask students what they remember about writing numbers in words. Encourage students to share examples.

Lesson Development (25 minutes):

Step 1: Introduction to IT Tools

- Introduce students to IT devices. Show them how to access resources about writing numbers in words.
- Guide them to specific websites or videos that explain how to write numbers (like 4,532) in words (like "four thousand five hundred thirty-two").
- Activity: Give students 5 minutes to explore and find examples of how numbers are written in words.

Step 2: Group Work on Writing Numbers

- Divide students into small groups (3-4 students per group).
- Each group will be given a set of numbers (ranging from 1 to 10,000) to convert into words.
- Each group will write down their findings on a piece of chart paper or digital document.
- Allow 10 minutes for this task.

Step 3: Playing Games with Numbers

- Introduce a fun game where students match number cards with the corresponding word cards.
- Have groups take turns, and if they get a match, they earn points.
- Explain the rules clearly and set a timer for 10 minutes for this game.

Step 4: Real-Life Application

- Ask students to think of situations where they see or use numbers in words in their daily lives (e.g., writing checks, reading prices).
- Share examples as a class and encourage students to give their own experiences.
- Spend about 5 minutes discussing these real-life applications.

Conclusion (5 minutes):

- Summary of Key Points: Recap the main ideas from the lesson, emphasizing how to write numbers in words and their real-life significance.
- Interactive Activity: Conduct a quick quiz or flashcard activity where students will read a number out loud and say its word form.
- Preview for Next Session: Briefly introduce the topic for the next lesson, such as comparing and ordering numbers, and pose an open question for consideration (e.g., "How can we use greater than and less than symbols with large numbers?").

Extended Activities:

- Homework: Students could write sentences using number words related to their own lives, such as "I have three hundred pages to read for my book."
- Creative Assignment: Allow students to create a story or comic strip that incorporates numbers and their word forms.
- Math Journals: Encourage students to keep a math journal where they write down any numbers they encounter throughout their week and their word forms.

Teacher Self-Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	MATHEMATICS			

Strand: Numbers

Sub Strand: Whole numbers

Specific Learning Outcomes:

- By the end of this lesson, learners should be able to:

1. Discuss how to order numbers up to 1,000 in order from smallest to largest using a number line.
2. Order numbers in ascending order up to 1,000 in different situations.
3. Appreciate the ordering of numbers up to 1,000 in real life.

Key Inquiry Question(s):

- Where is the ordering of numbers used in real life?

Learning Resources:

- KLB Visionary Mathematics Grade 4, Pages 8-9
- Number cards
- Place value apparatus
- IT devices (tablets/laptops)
- Video clips showcasing real-life scenarios of number ordering

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of the last lesson on numbers and their place values.

- Ask some guiding questions to refresh students' memories about ordering numbers. For example, "What is the smallest number you can think of?"
- Introduce the key inquiry question: "Where is ordering of numbers used in real life?" Engage students in a brief discussion about examples, such as ordering food, ranking scores in games, or arranging birthdays.

Lesson Development (25 minutes):

Step 1:

- Model the Concept: Introduce the number line and how it works. Show a visual example with numbers ranging from 1 to 1,000. Explain how to identify smallest and largest numbers.

Step 2:

- Pair Work: Divide the students into pairs and give each pair a set of number cards (e.g., 234, 567, 123, and 890). Instruct them to arrange the numbers in ascending order (smallest to largest) on their desks.

Step 3:

- Sharing Results: After arranging the numbers, ask each pair to share their ordered numbers with another pair. This encourages collaboration and reinforces the learning through peer discussion and feedback.

Step 4:

- Real-Life Application: Present a short video clip that highlights real-life situations where ordering numbers is important (e.g., arranging people by height, ordering books by size, or sorting scores in a game). After the video, prompt a discussion about what they observed.

Conclusion (5 minutes):

- Summarize key points learned during the lesson: understanding of number lines, ordering numbers, and situations where this skill is applicable.
- Conduct a brief interactive activity, such as a quick game where students must race to write their assigned number on the board in order.

- Prepare learners for the next session by asking them what they think comes next in learning about numbers or why keeping things in order matters in everyday life.

Extended Activities:

- Number Ordering Challenge: Give students a set of mixed numbers to arrange and challenge them to do this as quickly as they can at home with family or friends.
- Ordering Story: Ask students to write a short story that includes ordering items (like a shopping list) using numbers up to 1,000, and how that affects their purchase decisions.
- Interactive Digital Game: Have students find or create an interactive game or app on IT devices that challenges them to order numbers in various fun ways.

Teacher Self-Evaluation:

WEEK 2: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	MATHEMATICS			

Strand: Numbers

Sub-Strand: Whole Numbers

Specific Learning Outcomes:

- By the end of the sub-strand, learners should be able to:

1. Order numbers up to 1,000 from largest to smallest using number cards.
2. Order numbers in descending order up to 1,000 in different situations.
3. Appreciate ordering numbers up to 1,000 in real life.

Key Inquiry Question:

- How do we order numbers in descending order?

Learning Resources:

- KLB Visionary Mathematics Grade 4 Pages 9-10
- Number cards
- Place value apparatus
- IT devices (for videos and digital activities)
- Video clips

Organisation of Learning:

Introduction (5 minutes):

- Begin the lesson with a quick review of the previous concepts covered in class, particularly focusing on number values and comparisons.

- Ask students if they remember what it means to order numbers and why it is useful in everyday life (e.g., arranging items, comparing scores).
- Guide learners to read relevant passages from the KLB Visionary Mathematics resource, focusing on key concepts such as "largest" and "smallest."

Lesson Development (25 minutes):

Step 1: Introduce the Concept of Descending Order

- Explain what descending order means, using visual aids (e.g., a number line).
- Show examples of numbers ordered from largest to smallest and guide learners to identify the largest number among a set of numbers.

Step 2: Hands-On Activity with Number Cards

- Divide students into pairs and distribute number cards with various numbers up to 1,000.
- Instruct them to arrange their cards in descending order. Encourage them to discuss with each other why they placed the numbers in that particular order.

Step 3: Group Sharing and Verification

- After pairing activity, have each pair share their ordered numbers with other pairs (or as a whole class), allowing them to verify and discuss any differences. Encourage learners to explain their thought process.

Step 4: Real-Life Application

- Discuss situations where ordering numbers can be important (e.g., scores in games, age, prices).
- Engage students in a quick discussion about how they might use ordering numbers in their daily lives or in future lessons.

Conclusion (5 minutes):

- Summarize the main points of the lesson, highlighting what was learned about ordering numbers.
- Conduct an interactive activity, such as a quick quiz where students have to shout out the largest number from a set displayed on the board or a digital device.
- Briefly preview the next lesson by asking students to think about different ways to compare numbers (e.g., using greater than, less than, equal to).

Extended Activities:

- Create a “Number Order Game” with larger numbers using a board game format, where students must arrange numbers on a board from largest to smallest.
- Assign homework where learners can find examples of ordered numbers in newspapers or online, like prices or athlete statistics, and write a short paragraph explaining their findings.

Teacher Self-Evaluation: