1. **GRADE LEVEL: Grade 7**

Subject Area: Mathematics

Quarter 1 – Week   
Duration: 45 minutes

1. **LEARNING OBJECTIVES**

Learners are expected to:

1. Students will be able to convert a fraction to a decimal and a percentage
2. Students will be able to convert a decimal to a fraction and a percentage
3. Students will be able to convert a percentage to a fraction and a decimal.
4. **CONTENT**

* Title: The Same Number, Three Ways: Fractions, Decimals, Percentages
* Learning Competency: describe given rational numbers as fractions, decimals, or percentages.
* Particular Focus: Mastering the conversion process between the three common forms of rational numbers.

1. **LEARNING RESOURCES**

1. Teacher's Guide
2. Conversion chart (can be co-created with class)
3. Calculators
4. Mini whiteboards for students
5. PPT: 'Fraction, Decimal, Percent Conversions'
6. **PROCEDURE**

**Introduction:**

Start with a simple visual: a pizza cut into 4 slices with 1 slice eaten. Ask: 'What fraction is gone?' (1/4). 'What percentage is that?' (25%). 'How do we write that as a decimal?' (0.25). Use this to show that the same value can be represented in different ways. Introduce the term 'rational numbers'.

**Presentation:**  
The teacher systematically demonstrates the six conversion pathways: Fraction to Decimal (divide numerator by denominator), Decimal to Percent (multiply by 100), Percent to Fraction (put over 100 and simplify), and their inverses. Each conversion is modeled with clear, step-by-step examples. A large conversion chart is filled in on the board as they go.

**Practice:**  
'Conversion Relay'. The class is split into teams. The teacher calls out a number in one form (e.g., '3/5'). The first student in each line runs to the board and writes its decimal form (0.6). The second student writes the percentage form (60%). This is repeated with different numbers. This is followed by an individual worksheet for practice.

**Integration:**  
Discuss where different forms are preferred in the real world. Fractions are used in cooking and measurement (1/2 cup). Decimals are used for money ($2.50). Percentages are used for statistics and sales (50% off). This helps students understand the utility of each form. Values: Flexibility in thinking and representing numbers.

**Assessment:**  
['1. Convert 2/5 to a decimal. (0.4)', ' 2. Convert 0.75 to a percentage. (75%)', ' 3. Convert 40% to a fraction in simplest form. (2/5)', " 4. True or False: 0.8 is the same as 8%. (False, it's 80%)"]

**Enrichment:**  
['Remediation: Provide a pre-filled conversion chart for reference. Focus on one conversion type at a time (e.g., master all conversions from fractions before moving on). Use calculators for the fraction-to-decimal division.', ' Enhancement: Challenge students with repeating decimals (e.g., convert 1/3 to a decimal and percentage) and discuss how to represent them.']  
**Asignment:**  
Find a news article, a recipe, and a store flyer. Find one example of a fraction, one of a decimal, and one of a percentage from these sources. Write down the number and its context.

1. **EVALUATION TOOLS**

The relay race provides a fun, formative assessment of student speed and accuracy. The worksheet will be collected and graded to assess individual mastery. An exit ticket can ask students to convert a single number (e.g., 1/8) into its other two forms.

1. **REMARKS**

The most common errors are misplacing the decimal point when converting between decimals and percentages. Constant reinforcement of 'multiply by 100' or 'move the decimal two places to the right' is needed. Simplifying fractions is also a key skill to review beforehand.

1. **REFLECTION**

The 'Conversion Relay' was a huge hit and a fantastic way to get students energized and practicing the conversions. The visual of the co-created conversion chart was a helpful anchor for students throughout the lesson. The connection to real-world contexts was important for motivation. I noticed some students still struggle with simplifying fractions, which I will need to revisit in a warm-up next week.