Fractions

4

LESSON PLAN

SPECIFIC OBJECTIVES

The students will
- ❍ know about equal and unequal parts of a whole thing.
- ❍ learn about fractions of a whole object.
- ❍ be able to find out the fractions of a collection.
- ❍ know the fractions used in the daily life.

CONTENTS EXPLAINED INSIDE THE CHAPTER

- ❍ Equal and Unequal (pages 90−91)
- ❍ Fractions of a Whole Object (pages 91−94)
- ❍ Fractions of a Collection (pages 94−96)

TEACHING AIDS

A sheet of paper, some fruits and vegetables, different types of solid items like erasers, pencils, rubbers, seeds, beads, etc.

TEACHING STRATEGY

- ❍ Students have learnt distribution of some items among a group in the previous chapter. Here, the teacher should teach them how to distribute a whole thing in parts. She should start with any interesting story like the sample given on first page of the chapter and then ask them questions referring to some similar items.

- ❍ Further, the teacher should take some items like fruits and vegetables or a sheet of paper, a leaf, a lump of cotton, etc., and divide them into two parts. Then, she should explain about equal and unequal parts of the whole thing. Finally, she should go to text and exercise given on pages 90−91.

- ❍ Again, she should talk to the students about daily life situations where some items are distributed among 2, 3 or 4 family members. For this, she may show a demo using a piece of *chapati* or bread in the class and hence, she should introduce the term '**fraction**' to express each of them into equal parts. She should go to pages 91−94 for text and exercise.

○ Moreover, the teacher should introduce them the term '**collection**' as a set or a package of some items like a packet of sketch pens, pencils, crayons, chalks, etc., a box of sweets, mangoes, apples, etc., a tray of eggs, a bunch of grapes, bananas, etc., a set of pegs, clips, colours, *bindis*, etc. Then, she should explain them how to share a collection of things into 2, 3 or 4 persons. She may provide them a set of few marbles, seeds, beads to the group of 2, 3 or 4 students and ask them to get $\frac{1}{2}$, $\frac{1}{3}$ or $\frac{1}{4}$ parts respectively. For text and exercise, she should go to pages 94–95.

○ Again, she should ask the students to complete the task given under Fun Zone and motivate them with encouraging remarks.

○ Finally, the teacher should go to the activity given under Life Skills which correlates the students with fractions and day-to-day life.

EXPECTED LEARNING OUTCOMES

Students are able to

○ understand whether the given thing can be shared between the two or not.

○ judge the equal and unequal parts of the whole.

○ distribute the given whole item into 2–4 equal parts.

○ recognise $\frac{1}{2}, \frac{1}{4}, \frac{1}{3}, \frac{2}{3}$, and $\frac{3}{4}$ parts of a figure or shape.

○ find out a certain fraction of the given collections.

○ understand the importance of fractions in daily life activities.