4   Fractions

LESSON PLAN

SPECIFIC OBJECTIVES

The students will
◗ 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
◗ Fractions of a Whole Object (pages 117–120)
◗ Fractions of a Collection (pages 120–122)

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.

◗ 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 117–120 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 120–121.

◗ 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.