

Fractions

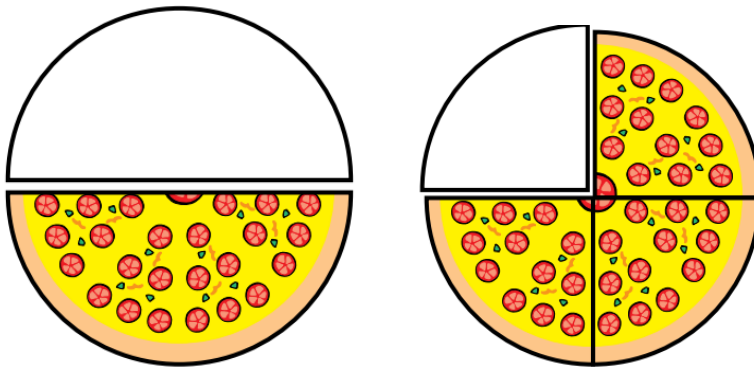
Learning Objective:

- Recognise fractions as equal parts of a whole.
- Identify half, one third and quarter with the help of objects and figures.

Let's Talk Math: Is a fraction a number? Ask pupils this question and discuss it. Represent half, one third and quarter in numerical form.

Make Sure You Have:

- Any object that can be easily cut into halves and quarters.



* Insert image of an Orange*

Activity: Slice and Solve

Duration: 1 Lesson

Whole Class Activity

Let's Try It:

- Place 3 oranges in front of the class and ask them to count.
- Remove 2 oranges and ask them to count again.
- Cut the remaining orange in half, remove one half, and ask them to count. Some will say "half" or "one."
- Explain that "one" is incorrect because only half remains.
- Bring out 2 more oranges, cut one into thirds and the other into fourths.
- Ask them to identify the pieces (some may say "third" or "quarter").
- Clarify that both "quarter" and "fourth" are correct, as long as pieces are equal.
- Write "half" on the board and ask if they know what number represents half.
- Let them guess, then write " $\frac{1}{2}$ " and explain fractions represent parts of a whole.
- Ask them to guess how to write a third or a fourth and have them try on the board.

Assessment:

- Give students a worksheet or have them copy from the board.
- Write " $\frac{1}{2}$ ", " $\frac{1}{3}$ ", and " $\frac{1}{4}$ " on one side and draw four circles on the other.
- Color the circles to represent fractions, with one fully colored.
- Ask pupils to match the numbers to the correct circles.

Fractions

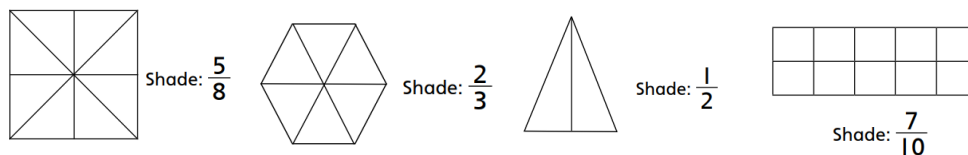
Learning objective:

- Shade the equal parts of a given figure to match a given fraction.
- Recognise and name unit fractions up to $\frac{1}{10}$.
- Recognise fractions like two thirds, three fourths, four fifths, up to nine tenths.

Let's Talk Math: Ask pupils how they would know when to use a number and when to use a fraction.

Make Sure You Have:

- Circular piece of paper
- Chalk
- Blackboard/Whiteboard



Activity: Divide and Conquer

Duration: 1 Lesson

Whole class activity

Let's Try It:

- Write fractions on the board; $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \dots, \frac{1}{10}$.
- Ask pupils to read them out as "one over six", "one sixth" or even "sixth."
- Then point out that $\frac{2}{3}$ is also a fraction. Invite a volunteer to the board to draw what they see as $\frac{2}{3}$.
- This could be done by drawing a square or a circle and shading it.
- Ask pupils to think of as many fractions as possible with denominators 2,3,4,5,6,7,8,9,10 and give them 5 minutes to write them down.
- Reminding them that the numerator should not be bigger than, or equal to the denominator.
- They should have 45 in total.
- If they don't, have them do a peer review to try and figure out what they missed.

Assessment:

Give each pupil a circular piece of paper. On the back write down a fraction and ask them to colour a part of the circle to represent the fraction.