

Level 1 Fraction lesson plan – express one number as a fraction of another

Curriculum Centre: HBHES			Course: Full time Level 1		No of students	
Date/Time: 9:15-11:15			Room:			
Lecturer: Angela Qarini			Aim of Session: Express one number as a fraction of another number (N2/L1.12)			
Learning Outcomes (by the end of the session learners will be able to)						
<ul style="list-style-type: none">• Recognize that e.g. 4 out of 7 can be written 4/7• Express 5, 10, 15, 20 and 30 minutes as a fraction of an hour.• Evaluate quantities as fractions of measures e.g. 10 cm as a fraction of metre, 25ml as a fraction of litre, etc.• Find fractions relating to a set of objects in practical contexts e.g. for a set of shapes on a patterned curtain, what fraction are squares?						
Time (min)	Topic	Teacher activity	Learner activity	Differentiation	Resources	Assessment
15	Recapping equivalent fractions	What are equivalent fractions? What do they have in common? Ask to give examples. Display a fraction wall on the smart board and ask students to find rows which have a half line. How many ¼ make a ½? How many 1/6 make ½? And so on. How many sixths make a third? How many ninths make a third? Can you see other equivalences? So, to obtain equivalent fractions we multiply the numerator and the denominator by the same number.	Q&A (the numerator and denominator are the same). Give examples. Q&A (2, 3, 4, etc) Record equivalent fractions: ½ =2/4 =4/8=5/10 Q&A (2,3, etc) Record equivalent fractions: 1/3= 2/6=3/9 Q&A (1/2=2/4=3/6=4/8=5/10 =6/12)		Smart board, computer, projector, fraction wall (available separately on www.skillsworkshop.org) mini whiteboards	Q&A's outcome

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10	Introduce the new topic	State the topic and the objectives. Display a 10x10 grid on the smart board and colour the top 10 squares. Ask Ss to write them as a percentage and then as a fraction. Colour another 10 squares and ask Ss to represent the 20 squares as a percentage and a fraction. Ask Ss to infer a rule of express a number as a fraction of another.	Q&A (10%, 10/100) Q&A (20%, 20/100)	Write 10/100 and 20/100 as an equivalent fraction	Smart board, computer, projector, 10x10 grid, mini whiteboards	Q&A' s outcome
20	Practice	Share worksheets.	Work in pairs Attempt the worksheets individually. (Pairs for questions 4, 5, 6)	Question 7 of Worksheet 1	Worksheet 1, (available separately on www.skillsworkshop.org) pens	Worksheets done, whole class discussion on the results.
15	Express minutes as a fraction of an hour	Share true or false cards	Attempt in pairs the activity	How many minutes does an hour have? / express 40, 45 minutes as a fraction of 1h.	True & false cards (available separately on www.skillsworkshop.org)	Activity made
10	Break					
20	Evaluate quantities as fractions of measures	Share matching cards. Move around and help if necessary	Attempt the activity in pairs, discussion	Help if necessary	Measurements and fraction cards (available separately on www.skillsworkshop.org)	Activity made

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20min	Find fractions in practical contexts	Share real piece of patterned curtains or drawn patterned curtains on sheets. Explain activity.	Attempt the activity Record work in recording books	Question 5	<i>Patterned curtain</i> sheets. (available separately on www.skillsworkshop.org)	Activity's outcome, whole class discussion
10min	Plenary	Teacher goes over any problems and summarises work			Pens, recording books	

Lesson evaluation:

Additional notes:

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