**LESSON DEVELOPMENT ONE**

**INTRODUCTION TO FRACTIONS**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction**  **(5 minutes)** | Present a loaf of bread to the pupils to identify as one whole bread.  Cut the bread into two part to identify as half.  Then introduce today’s lesson as fractions. | Watch and listen to the teacher’s activities and participate actively. | Linking the Previous knowledge to the new lesson |
| **Step 2**  **Development**  **(5 minutes)**  **Grouping** | 1. Groups the learners into four groups – A, B, C, and D.  2. Guide the learners to choose a leader and secretary for your group.  3. Gives each group learning materials – Cardboard or divisible objects. | 1. Belong to a group.  2. Choose their leader and secretary.  3. Received learning materials for their group. | Learner’s group, leader and secretary confirmed. |
| **Step 3**  **Development**  **(10 minutes)** | Guide groups to divide a whole cardboard into equal part.  Ask them to name each of the part. Let the pupils know that half means 1/2. The 1 at the top is fraction and the 2 below is a whole or the number of parts the cardboard is divided.  Let each group to further divide the parts into two equal part to make 4 parts.  Guide the groups to identify each of the four parts by asking them to pick one part and lead them to name it. Pick 2 and name the two. Pick 3 and name it. Also all the 4 parts and name it.  Demonstrate how 2/4 is the same as 1/2 and 4/4 is 1.  A part you picked is called a fraction and the number of part the cardboard is divided into is called a whole.  What is a fraction? | Pupils follow the teacher’s lead.  Identify each part as half and listen to the teacher’s explanation.  Pupils further divide the cardboard into four equal parts.  1 out of 4 is 1/4 (one over 4) or quarter.  2 out of 4 is 2/4 (2 over 4) or two quarter.  3 out of 4 is 3/4 (3 over 4) or three quarter.  4 out of 4 is 4/4.  Get involved in teacher’s illustrations.  Listen to the teacher’s explanation.  Fraction is a part of a whole. | Meaning of fraction. |
| **Step 4**  **Development**  **(10 minutes)** | **Part 1**  Ask a pupil in a group to pick 1 part out of 4 parts, another 2 or 3 parts out of 4 parts and write the fraction on the board.  Then ask them to compare the number at the top with the number below, which of them is greater.  Tell pupils that these fractions are called proper fractions. What is proper fraction?  **Part 2**  Out of the fractions picked, give each group a whole cardboard.  Lead them to identify a whole cardboard with the fractions picked.  The whole cardboard with the fractions picked is called mixed fractions. What is a mixed fraction?  **Part 3**  Lead the groups to divide the additional cardboard given to them into 4. Then add all the parts to the number at the top of the fraction picked. Ask them to name and write the fraction on the board.  Ask each group to compare the number at the top with the number below. Which of them is greater?  Tell pupils that these fractions are called improper fractions. What is improper fraction? | Number below is greater than the number above.  Listen to the teacher’s explanation and define proper fraction.  Each group gets a whole cardboard. And follow the teacher’s lead.  One whole number, one over two (1 1/4), one whole number, two over four (1 2/4) and one whole number, three over four (1 3/4).  Listen to the teacher’s explanation and define a mixed fraction.  Pupil’s response on the board – 5/4, 6/4 and 7/4.  The numbers at the top is greater than the number below.  Listen to the teacher’s explanation and define improper fraction. | Types of fraction |
| **Step 4**  **Development**  **(5 minutes)** | Answer the following questions –  1. What is a fraction?  2. There are 3 types of fraction. Name and explain. | Groups work. | Groups Evaluation |
| **Step 5**  **Development**  **(5 minutes)** | Asks each group to present their answers so that you can compare responses with those of other groups. | Presentation | Presentation |
| **Step 6**  **Conclusion**  **(5 minutes)** | To conclude the lesson, the teacher revises the entire lesson and ask the key questions. | The learners listen, ask and answer questions. | Lesson Evaluation and Conclusion |