

Lesson Plan

Grade: Four Subject: Math Term: 2nd Time: 40mins

Teacher's Name: _____ Week: 1 Day: 1

Unit 3: Fractions Topic: Introduction

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Introduce the concept of fractions.

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook

Warm-up Activities:

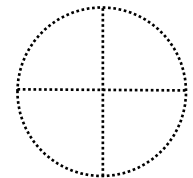
5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: What do they know about fractions?
- Take their responses. Tell them that they are going to understand about fractions.

Teaching & Learning Activities:

25mins

- Ask students if four kids are sharing 8 cookies equally, then how much each kid gets cookies? Take their responses and tell each kid gets two cookies.
- Now tell, if there are four friends and they want to share 8 cookies equally, then let's see how will they do it?
- Explain to the students, to represent parts of whole numbers we use fractions.
- Tell them, first we divide one cookie into four equal parts, and give one part to each kid. Then do the same with second and third cookie.
- In the end, each kid will have three pieces. Each piece is a whole cookie divided into four equal parts. So, we represent this amount as $\frac{3}{4}$.
- Tell students there are two parts of fraction. (i) Numerator (ii) Denominator
- Numerator is above the line and tells how many equal parts are taken of the whole.
- Denominator is below the line and tells how many total equal parts are there in one whole.



Review:

3mins

Revise the concept of fraction.

Evaluation:

5mins

To evaluate students understanding ask them what does fraction represents?

Homework:

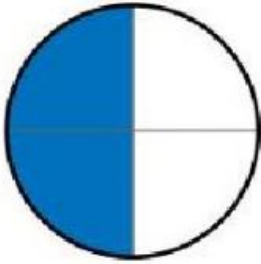
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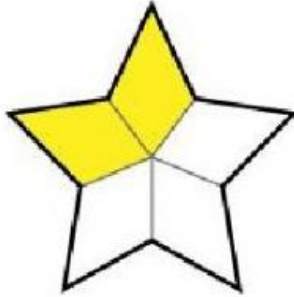
Revise the classwork and solve the given worksheet.

Name: _____

Date: _____

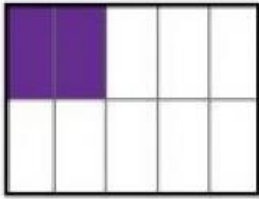
Q1. Write the fraction for the shaded area of each shape.

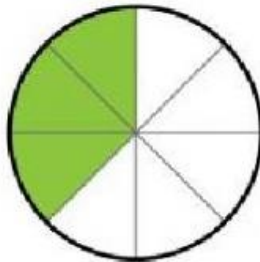


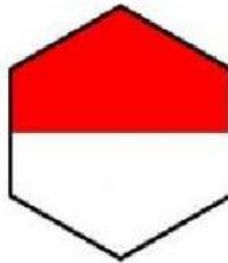




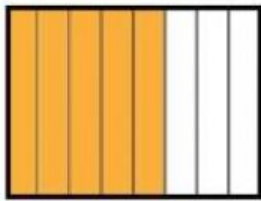


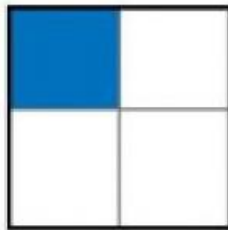


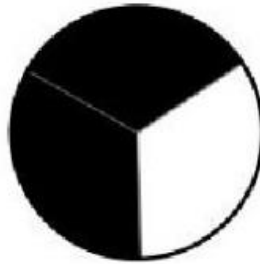


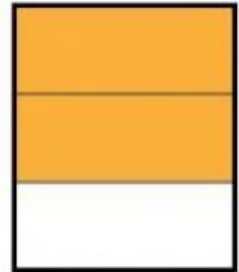












Lesson Plan

Grade: Four **Subject:** Math **Term:** 2nd **Time:** 40mins

Teacher's Name: _____ **Week:** 1 **Day:** 2

Unit 3: Fractions **Topic:** Like and Unlike Fractions

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Recognize like and unlike fractions.

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook, Flash cards of fractions

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: Do you know about fractions? How can we represent fractions by using figures? What are the types of fractions?

Teaching & Learning Activities:

25mins

- Ask them to open their textbooks to page 41. Ask them to look at the picture and the question given on the page.
- Write a statement of the example on the board that is Hamza and Ali, each have pizza of the same size. They cut each pizza into 6 equal parts. Hamza ate 4 slices of his pizza and Ali ate 2 slices of pizza.
- By drawing circle on the board and show this by shading the parts of the circle.
- As Hamza ate 4 slices out of 6 slices so, we can show this by fraction as $\frac{4}{6}$ and Ali ate 2 slices out of 6 slices so we can show this in fraction as $\frac{2}{6}$.
- Ask them to observe the fractions as the denominators of the fractions are same and numerator are different in these fractions.
- Tell them that when two or more fractions that have different numerators but same denominators. Then that fractions are called like fractions.

Review:

3mins

Retell the lesson by explaining students about like fractions that two or more fractions with same denominators are called like fractions.

Evaluation:

5mins

To check their understanding, write same fractions on the board and ask students to tell which fractions are like fractions. Take their responses.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Four **Subject:** Math **Term:** 2nd **Time:** 40mins

Teacher's Name: _____ **Week:** 1 **Day:** 3

Unit 3: Fractions **Topic:** Like and Unlike Fractions

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Recognize like and unlike fractions.

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students to tell what is like fractions? Take their responses and appreciate them for their correct answer.

Teaching & Learning Activities:

25mins

- Tell students today they are going to recognize unlike fractions.
- Now tell them, the fractions in which denominators are different are unlike fractions.
- Now write $\frac{2}{4}$, $\frac{4}{6}$ and $\frac{5}{9}$ on the board and ask student to draw these fractional shapes.
- Instruct students to look at the shapes and their fractions.
- Tell them in these fractions numerators and denominators both are different. So, these are unlike fractions.
- Make pairs of students and give each pair same flash cards of fractions. Instruct them to separate out the unlike fractions. Take round and check their working.

Review:

3mins

Revise the concept that two or more fractions with different denominators are called unlike fractions.

Evaluation:

5mins

To check their understanding, ask them to solve Q(i) (ii) (iii) of Exercise 3.1.

Homework:

2mins

Solve Q(iv-vi) of Exercise 3.1.

Lesson Plan

Grade: Four Subject: Math Term: 2nd Time: 40mins

Teacher's Name: _____ Week: 1 Day: 4

Unit 3: Fractions Topic: Comparing Unlike fractions

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Compare two unlike fractions by converting them to equivalent fractions with the same denominator.

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook, Worksheet

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about their homework. Ask them what is the difference between like and unlike fractions?

Teaching & Learning Activities:

25mins

- Tell students today they are going to compare unlike fractions.
- Write two fractions $\frac{2}{3}$ and $\frac{1}{5}$ on the board. Ask students: how can we compare these fractions?
- Take their responses and tell them that observe the denominator of both fraction that is 3 and 5. So these are unlike fractions. Now tell them that to compare these unlike fractions first convert them to like fractions.
- To convert these unlike fractions to like fractions first we multiply these fractions with a number to make their denominators same.
 $\frac{2}{3} = \frac{2 \times 5}{3 \times 5} = \frac{10}{15}$ $\frac{1}{5} = \frac{1 \times 3}{5 \times 3} = \frac{3}{15}$
- Now observe the fractions $\frac{10}{15}$ and $\frac{3}{15}$. In these fractions denominators are same.
- Tell them that in like fractions, the fractions with greater numerator are greater so the fraction $\frac{10}{15}$ is greater than $\frac{3}{15}$ or $\frac{2}{3}$ is greater than $\frac{1}{5}$.
- Ask students to write two unlike fractions in their notebook and then by converting them to like fractions. Compare and tell which one is greater and which one is smaller. Roam around the class, check their work.

Review:

3mins

Revise the lesson by telling students in like fractions. The fractions with the greater numerator are greater fractions.

Evaluation:

5mins

To check their understanding of the students, ask them to solve Q2 (i – ii) of Exercise 3.2.

Homework:

2mins

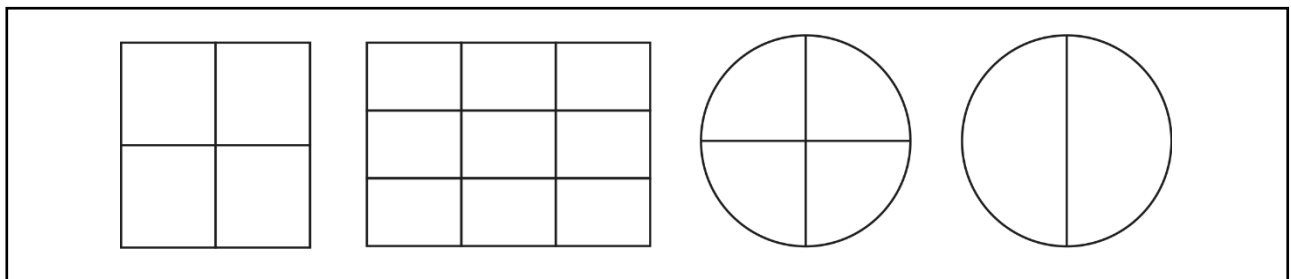
Complete the given worksheet.

Name: _____

Date: _____

Q1. Compare the given fractions by converting them to like fractions. $\frac{3}{4}, \frac{1}{2}$ $\frac{5}{8}, \frac{3}{11}$ $\frac{2}{7}, \frac{5}{9}$ **Q2. Fill in the blanks.**

- Fractions having 1 as a numerator are called _____.
- Fractions that have the same denominators are called _____ fractions.
- The sum of $\frac{3}{6}$ and $\frac{2}{8}$ is _____.

Q3. Color the portion as mentioned in the fraction.

Lesson Plan

Grade: Four

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 1

Day: 5

Unit 3: Fractions

Topic: Comparing Unlike fractions

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Compare two unlike fractions by converting them to equivalent fractions with the same denominator.

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them about their homework. What is unlike fractions? How can we compare two unlike fractions? Take their responses and appreciate them for their correct answers.

Teaching & Learning Activities:

25mins

- Ask students to open their textbook to page 42 and read the statement of the example that Aiman and Maham had two cakes of same size. Aiman divided his cake into two equal pieces and ate 1 piece. Maham divided cake into 5 equal pieces and ate 3 pieces.
- Now by comparing these fractions we have to find who ate more cake.
- Ask them to solve the given example in their notebook. Roam around the class and check their work. After completing this ask them who ate more cake. Take their responses and appreciate them for their correct response.
- Put flash card of unlike fractions on the table.
- Call a student to the front of the class and instruct him/her to choose two cards of your own choice. Then write that fraction on the board. Instruct him/her by converting that unlike fraction to like fraction compare and tell which one is smaller.
- Ask him/her to solve and explain each step to whole class. Ask the rest of the class to check their working and correct if needed. Repeat this activity to all students of the class.

Review:

3mins

Review the lesson by telling equivalent fractions are fractions having different numerator and denominator but are equal to same size.

Evaluation:

5mins

To assess the students learning ask them to solve Q2 (iii – v)

Homework:

2mins

Q1 of exercise 3.2.

Lesson Plan

Grade: Four

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 1

Day: 6

Unit 3: Fractions

Topic: Ordering unlike fractions

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Arrange fractions into ascending and descending order.

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: How to compare unlike fractions? How to find fractions are equivalent?
- Take their responses and appreciate them.

Teaching & Learning Activities:

25mins

- Tell students today they are going to arrange fractions into ascending and descending order.
- Have students open textbook page 43, and tell we have three fractions $\frac{1}{2}$, $\frac{2}{6}$, $\frac{7}{8}$. Write these fractions on the board.
- Tell students to arrange these fractions in ascending and descending order, first we convert the unlike fractions into like fractions by converting them to equivalent fractions.
 $\frac{1}{2} = \frac{1 \times 12}{2 \times 12} = \frac{12}{24}$ $\frac{2}{6} = \frac{2 \times 4}{6 \times 4} = \frac{8}{24}$ $\frac{7}{8} = \frac{7 \times 3}{8 \times 3} = \frac{21}{24}$
- After finding equivalent fractions with same denominator, we compare these fractions. Now arrange these fractions as:
Descending order = $\frac{21}{24}$, $\frac{12}{24}$, $\frac{8}{24}$
Ascending order = $\frac{8}{24}$, $\frac{12}{24}$, $\frac{21}{24}$
- Now ask students to make their own fractions and order them.

Review:

3mins

Revise the lesson by telling steps of equivalent fractions.

Evaluation:

5mins

To evaluate students understanding ask them to solve Q2 of exercise 3.2.

Homework:

2mins

Revise the classwork.