

Lesson Plan

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

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

Unit 3: Fractions Topic: Simplification of Fractions

Student Learning Outcomes:

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

- Simplify fractions to the lowest form.

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: How can we arrange unlike fractions in ascending and descending order?
- Take their responses and appreciate them for their correct answer.

Teaching & Learning Activities:

25mins

- Tell students today we will learn about how to simplify a fraction.
- Tell students, we can simplify a fraction by dividing the numerator and denominator by common factor. First find common factor of numerator and denominator. Then both numerator and denominator divide by common factor.
- Ask them to open their textbook page 44 and read the example. Tell them Saima reads 5 pages of a storybook out of 10 i.e., 5/10. We have to find the lowest form of fraction.
- Explain and solve it on the board and tell students first to find the common factor of 5 and 10.

$$\begin{array}{l} \text{Factors of 5: } 1, \boxed{5} \\ \text{Factors of 10: } 1, 2, \boxed{5}, 10 \end{array}$$

- Now divide the numerator and denominator by common factor $5/10 = 5/5 / 10/5 = 1/2$ So, 1/2 is the lowest form of 5/10.
- Repeat this by solving different example on the board and tell them that how we simply a fraction by finding its common factors.

Review:

3mins

Review the lesson by explaining students simplifying fractions means to write a fraction in a form where its numerator and denominator cannot be further divided by any number except 1.

Evaluation:

5mins

To assess the students ask them to solve the Q (i – iii) of Exercise 3.3.

Homework:

2mins

Solve Q (iv – vi) of Exercise 3.3.

Lesson Plan

Grade: Four	Subject: Math	Term: 2 nd	Time: 40mins
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Teacher's Name: _____	Week: 2	Day: 2
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Unit 3: Fractions	Topic: Simplification of Fraction
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Student Learning Outcomes:

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

- Simplify fractions to the lowest form.

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: How do simplify fractions? Take their responses and appreciate them.

Teaching & Learning Activities:

25mins

- Tell students today they are going to simplify a fraction through practice.
- Write some fractions on cards and put them in a basket. Make pair of students. Call one student from each pair and ask him/her to pick one card and solve given fraction in sheet. Give them same time.
- After this, ask them to come in front of class and present their work.
- Encourage them for their active participation.
- Now solve example 2 given on page 45, on the board.
- Involve whole class in finding solution. Solve step by step, so that students can easily understand and learn all steps.

Review:

3mins

Revise the two steps of simplification of fraction.

Evaluation:

5mins

To evaluate students learning, ask them to solve Q (vii – ix) of Exercise 3.3.

Homework:

2mins

Solve Q (x – xii) of exercise 3.3.

Lesson Plan

Grade: Four

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 2

Day: 3

Unit 3: Fractions

Topic: Types of Fractions

Student Learning Outcomes:

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

- Identify (unit, proper, improper) fractions and mixed numbers.

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Write a fraction on the board and call a student to the front of the class and ask him/her to write that fraction in their simplest form. Take his/her response and appreciate them for their correct answer.

Teaching & Learning Activities:

25mins

- Tell students today we will learn about types of fractions.
- Tell students a unit fraction is one part of a whole. The numerator of unit fraction is always 1, and denominator of unit fraction tells you how many parts a whole is broken into.
- Draw a circle on the board and divide it into four equal parts and then shade its one part. Ask them to tell how we can represent this in form of fraction.
- Take their responses and tell them that as one part is shaded out of 4 parts so, $\frac{1}{4}$ of the circle is colored. Now tell them that when numerator of any fraction is 1 then that fraction is called unit fraction.
- Explain unit fractions by drawing different shapes and by coloring one part of these shapes.
- Now draw a rectangle and divide it into 8 equal parts and color its 4 parts on the board. Now ask them to tell what value of fraction is shown by this rectangle.
- Take their responses and tell them that as 4 parts are colored out of 8 parts so $\frac{4}{8}$ parts are filled in with color. Now ask students to observe the numerator and denominator of this fraction.
- Tell them that when numerator is smaller than denominator then fraction is called proper fraction. As 4 is smaller than 8 so $\frac{4}{8}$ is the proper fraction.

Review:

3mins

Review the lesson by telling students that a fraction with the numerator of 1 is called unit fraction.

Evaluation:**5mins**

To assess the students learning ask them to write three-unit fractions in their notebook. Roam around and check their work and appreciate for their good work.

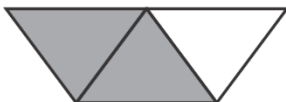
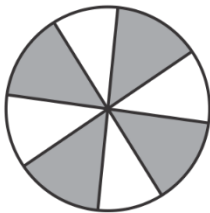
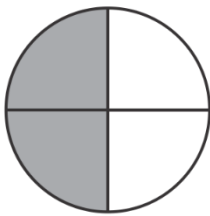
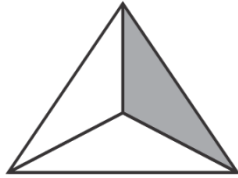
Homework:**2mins**

Solve the given worksheet.

Name: _____

Date: _____

Q1. Identify and write types of fractions.



Lesson Plan

Grade: Four

Subject: Math

Term: 2nd

Time: 40mins

Teacher's Name: _____

Week: 2

Day: 4

Unit 3: Fractions

Topic: Types of Fractions

Student Learning Outcomes:

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

- Identify (unit, proper, improper) fractions and mixed numbers.

Resource Material:

Chalk / Marker, White /Blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them what is unit fraction? What is meant by proper fractions? Take their responses.

Teaching & Learning Activities:

25mins

- Tell students today we will learn about improper and mixed numbers.
- Draw a rectangle on the board with 6 equal parts and shade all its parts. Now ask them to tell how we can represent this in form of fraction. As 6 parts out of 6 parts are shaded. So, we can represent in form of fraction as $\frac{6}{6}$. Tell them that when numerator is equal to denominator then that fraction is called improper fraction.
- Now draw two rectangles on the board with 5 equal parts. Shade one whole rectangle and 2 parts of the second rectangle. Now ask students to observe the rectangles and tell how we can represent this in form of fraction. Take their responses and tell them that one whole rectangle is shaded and 2 parts of the other rectangle is shaded. We can write it in form of fraction as $\frac{7}{5}$. Ask them to look at the fractions as the numerator is greater than the denominator so this is an improper fraction.
- Now draw two squares and divide it into four equal parts. Shade one whole square and shade 1 one part of the second square.
- Tell them that one whole square is shaded and 1 part of the second square is shaded so we write it in mixed form as $1\frac{1}{4}$. Tell them that this fraction is a combination of whole number and proper fraction so it is called mixed number.
- Have students to open their textbook page 47. Ask them to observe the examples of improper fraction and mixed numbers.

Review:

3mins

Recall the lesson by telling students about unit, proper, improper and mixed number by giving examples.

Evaluation:

5mins

To assess the students learning ask them to solve Q1 of exercise 3.4.

Homework:

2mins

Revise the classwork.

Lesson Plan

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

Teacher's Name: _____ Week: 2 Day: 5

Unit 3: Fractions Topic: Conversion of Fractions

Student Learning Outcomes:

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

- Convert improper fractions to mixed numbers and vice versa.

Resource Material:

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

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Write same fractions on the board and call a student to the front of the class and ask him/her to separate out unit, proper, improper and mixed number. Take their responses and appreciate them for their correct answer.

Teaching & Learning Activities:

25mins

- Tell students today we will learn how to convert improper fraction to mixed fractions.
- Tell them, to convert improper fractions into mixed fractions, first divide the numerator by the denominator and obtain the quotient and remainder. Then, write it in the form of a mixed fraction.
- Have students open page 47 and observe example 1.
- Instruct them to observe the fraction $\frac{5}{3}$ as numerator 5 is greater than denominator 3 so it is an improper fraction. Tell them that we can convert the improper fraction to mixed number simply dividing numerator 5 by denominator 3.
- Explain step wise and let them solve in their notebooks.

Review:

3mins

Revise the lesson by telling students how we can convert the improper fraction to mixed number by solving examples on the board.

Evaluation:

5mins

To assess the students learning ask them to solve Q2 (i - iii) of exercise 3.4.

Homework:

2mins

Solve Q2 (iv - v) of exercise 3.4.

Lesson Plan

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

Teacher's Name: _____ Week: 2 Day: 6

Unit 3: Fractions Topic: Conversion of Fractions

Student Learning Outcomes:

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

- Convert improper fractions to mixed numbers and vice versa.

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 students how we can convert an improper fraction to mixed number? Take their responses.

Teaching & Learning Activities:

25mins

- Tell students today we will learn about conversion of mixed number to improper fraction.
- Write a fraction $3\frac{3}{4}$ on the board and ask student to tell what type of fraction it is. Take their responses and appreciate them for their correct responses that is mixed number.
- Now tell them that we convert this mixed number to improper fraction. Tell them to convert it into improper fraction. At first, multiply the denominator 4 by whole number 3 that is $4 \times 3 = 12$
- After this add numerator 3 to the product of denominator and whole numbers. $12 + 3 = 15$.
- So, the mixed number $3\frac{3}{4}$ can be written in form of fraction as $\frac{15}{4}$.

Review:

3mins

Sum up the lesson by explaining to students how we can convert improper fraction to mixed number and mixed number to improper fraction by solving examples on the board.

Evaluation:

5mins

To assess the students learning ask them to solve Q3 (i - iii) of Exercise 3.4.

Homework:

2mins

Solve Q3 of (iv - vi) of Exercise 3.4.