

Class –V

Lesson Plan

Topic: Fractions

Brief Description of the lesson: In this lesson, students will learn about fraction and its types, writing fraction for the shaded part, fraction as part of a group of things, equivalent fractions, converting improper fraction into mixed fraction and vice versa, fraction in its simplest form, comparison of fractions, addition and subtraction of like fractions

UN Sustainable Goals to be achieved (if any):

Objectives: (put Bloom's level)

I - Specific Objectives

Student will be able

- to understand fraction as equal parts of a whole(K)
- to know the terms numerator and denominator(K)
- to illustrate fraction as shaded part(U)
- to write fraction for a collection of things(U)
- to learn about types of fractions(K)
- to write equivalent fractions for the given fractions(An)
- to convert mixed fraction into improper fraction and vice versa(An)
- to compare the fractions(An)
- to add and subtract like fractions(U)
- to express fraction in lowest terms(Ap)

II - Behavioral Objectives

Students will be able

- to develop the values like helping and equal sharing.
- to manage with the available resources for an unforeseen situation.
- to relate fractions with real life situations while telling time, to measure ingredients in cooking, to schedule the daily routine, buying vegetables and milk

Process / Activities

- **Activity (to introduce the lesson)**
- **Let's Spin the wheel**
- Students will make spinning circles. They will be divided into groups, every group will be asked to make few questions based on addition, subtraction and multiplication of fractions from the fractions written on spinning wheel and the other group has to solve the given question in 1 min.



Spin the wheel
Add $\frac{1}{2} + \frac{1}{4}$
Subtract $\frac{3}{4} - \frac{1}{4}$
Multiply $\frac{1}{2} \times \frac{1}{4}$
Divide $\frac{3}{4} \div \frac{1}{4}$

- **Activity (to support learning)**
- **Activity-3**

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- Students will water in glasses according to the given fractions.
- **Activity 4- Foodie Fractions-**



- **Activity -5**
- **Types of fractions (Proper & Improper)**
- On the table a cake will be kept. Four students will be asked to share it. They will cut it into four equal parts and share. Each will get $\frac{1}{4}$ which is a proper fraction.
- On another table four cake pieces will be kept and three students will be asked to share it. Each student will take one piece first. Out of four, 3 pieces will be shared and one piece will be shared. They will again divide the leftover piece into 3 equal parts and share. Thus each will get one and a half piece or $\frac{3}{2}$ which is an improper fraction

➤ **Skills (as per subject)**

Observation, analysis, reasoning, thinking

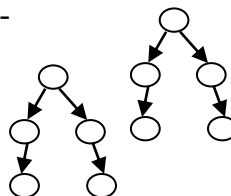
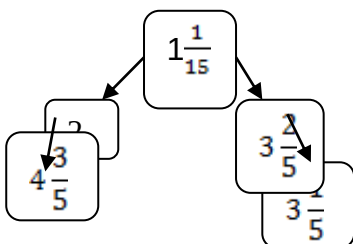
➤ **Activity / Assignment (to assess learning)**

➤ **Peanut chat**

Ingredients	For 3 person	For 6 person
Peanut	$\frac{3}{4}$ cup	
Tomatoes	$\frac{1}{4}$ cup	
Cucumber	$\frac{1}{2}$ cup	
Salt	1 teaspoon	
Chat masala	$\frac{1}{2}$ teaspoon	

Exercise for Notebook (put Bloom's level)

Fill in the circles so that both arms have same sum-



(a) $1\frac{1}{15}$, 2, $3\frac{2}{5}$, $3\frac{1}{5}$, $4\frac{3}{5}$ (b) $1\frac{1}{16}$, $3\frac{1}{8}$, $4\frac{1}{2}$, $3\frac{7}{8}$, $5\frac{1}{4}$ (c) $2\frac{1}{2}$, $3\frac{1}{8}$, $3\frac{1}{2}$, $4\frac{3}{4}$, $5\frac{3}{8}$

Life skills-

High valley school organized a trip to Darjeeling in the summer vacation for class v students. The group of students along with their teachers decided to go for trekking from ghoom to sandakphu and back. The total distance to be covered in 104 km. They covered $\frac{1}{8}$ th of distance on the first day and camped at sukhia pokhari at night. They covered $\frac{1}{13}$ th of distance on the second day. What fraction of distance did the group cover in all the first 2 days?

Do you think such trips and group activities help you bond with others better?

Support with examples.

Critical Thinking Questions-

1) Pie Pieces

Question



Mrs. Hopkins made four different pies for the fair. Each pie was the same size. At the fair, she cut the blueberry pie into 6 equal slices, the apple pie into 5 equal slices, the peach pie into 3 equal slices, and the chocolate pie into 4 equal slices.

Alyssa, Dalton, Rowan, and Shane each bought one slice of pie but ate only a portion of that slice. Each chose a different kind of pie.

- Alyssa bought the largest slice available. Which pie did she have?
- Dalton bought the smallest slice available. Which pie did he have?
- The slice Rowan bought was bigger than the slice Shane bought. What kind of pie did each person choose?

What fraction of the total pie did each person eat?

- 3) Manvi, Preeti & Prabhu decided to paint all the 40 pots in their garden. Manvi painted 17 pots, Preeti painted 11 pots and Prabhu painted 7 pots.
- What fraction of the total pots is painted?
- 4) Mr. Patil spends $\frac{1}{3}$ of his salary on his children's education and $\frac{1}{2}$ of his salary on house hold expenses. What fraction of his salary on household expenses. What fraction of his salary is left with him?

d) Value based question

Delhi Metro is the most reliable, comfortable and safe mode of transportation. In each Delhi Metro Rail, the authorities have reserved $\frac{1}{10}$ of the seats for physically challenged and women and $\frac{1}{30}$ of the seats for elderly, How many more seats are reserved for the former group than the latter? What Value does this act of Delhi Metro rail authorities depict?

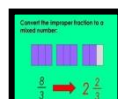
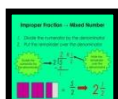
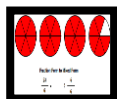
Digital Content to be used:

Mixed and Improper Fraction

Change Improper to Mixed Fraction-

<https://www.youtube.com/watch?v=ggYdPef3Nuk>

Representation of mixed fractions-



Change a Mixed Number to an Improper Fraction

<https://www.youtube.com/watch?v=TrutPJf9GmQ>

Expected Learning Outcomes

Students will learn

- to understand fraction as equal parts of a whole(K)
- to know the terms numerator and denominator(K)
- to illustrate fraction as shaded part(U)

- to write fraction for a collection of things(U)
- to learn about types of fractions(K)
- to write equivalent fractions for the given fractions(An)
- to convert mixed fraction into improper fraction and vice versa(An)
- to compare the fractions(An)
- to add and subtract like fractions(U)
- to express fraction in lowest terms(Ap)
- to develop the values like helping and equal sharing.
- to manage with the available resources for an unforeseen situation.
- to relate fractions with real life situations while telling time, to measure ingredients in cooking, to schedule the daily routine, buying vegetables and milk

Assessment: (put Bloom's level)

Parameters:

Rubrics: (table)

Review of the Lesson Plan: To be done when the lesson gets over

Problems faced –

Success-

Failure-

Real Learning Outcomes-

Students Response / Participation

Teachers Learning to be added.