



Learning Outcomes Pupils will:	Learning Activities Pupils will:	Teaching & Learning Approaches, Organisation/Timing	Resources	Assessment
<p><i>When something is divided into equal parts, each part is called a fraction.</i></p> <p><i>Numerator is the top part shows the number of parts being considered.</i></p> <p><i>Denominator bottom part represents the total number of equal parts.</i></p> <p><i>Equivalent fractions are fractions that refer to the same proportion of a whole, but are written in different ways.</i></p>	<p><b>Introduction:</b> In groups of three they are given a stick and asked to put a chalk mark on the middle of the stick. Talk about how both sides need to be equal and that now you have a fraction. Write <math>\frac{2}{2}</math> on to the boards. Explain that the bottom number is the denominator because he decides how many pieces the stick will be split into. The top number is the numerator and shows how many of the parts are there. Make two more marks to create quarters. Again pupils should write on the white board <math>\frac{4}{4}</math>. Continue this one more time so that they now have <math>\frac{8}{8}</math>.</p> <p><b>Development:</b> Give the pupils time to find leaves that are roughly the size of their 8ths. In their groups, they now have to use leaves to cover the different sections to create fractions ie 3 leaves over 8 would be <math>\frac{3}{8}</math>. 4 leaves over 8 would be <math>\frac{4}{8}</math>. Do this as a whole class ensuring that they write the fractions on the boards each time.</p> <p><b>Conclusion:</b> They should now be introduced to equivalent fractions. <math>\frac{4}{8}</math> is the same as <math>\frac{1}{2}</math>. Using sticks can they now create an equivalent chart, 1,2,3,4,6,8ths.</p> <p><b>Extension:</b> Give pupils 2 minutes to create a fraction on their stick with leaves, write it on the board and then move on to the next groups board and assess whether they are correct.</p>	<p>5/10 minutes Whole class Active learning, collaboration</p> <p>15 minutes Whole group Active learning, peer support, paired working</p> <p>15 minutes Active learning, collaboration</p> <p>15/20 minutes Collaboration</p>	<p>Sticks Chalk</p> <p>White boards and pens</p> <p>Shells, sticks, stones</p>	<p><b>Focus</b> Can identify a written fraction and create a pictorial representation.</p> <p><b>Method/s</b> Peer assessment</p> <p><b>Assessor/s</b> Class teacher</p> <p><b>Pupils</b> All</p>