

Session 17: Introduction of fractions

Session Title	Introduction of fractions
Objective	<ol style="list-style-type: none">1. Students will understand the concept of fractions as parts of a whole.2. Students will relate fractions to real-life situations.3. Students will develop collaboration and empathy skills through group work.
Topic	To understand what a fraction is
Material Required	<ol style="list-style-type: none">1. Paper circles (representing plates/pizza)2. Large paper circles (representing cakes)3. Construction paper in various colors (for toppings like sprinkles, frosting)4. Scissors, glue sticks, markers5. Fraction cards ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$)6. Fraction worksheet
Methodology	Learning through activity
Session Plan	90 Minutes

Introduction Activity (25 minutes):

Activity: "How Do We Share?" Circle Time Discussion (10 minutes)

Ask:

"Have you ever shared something with your friends or family—like pizza, a chocolate bar, or time on a game console?"

"How did you decide what a fair share was?"

Encourage students to talk about fairness, sharing, and feelings when things are not equally divided.

Introduction to Fractions (15 minutes)

Use real-life visuals:

Show a pizza (real or an image) and cut it into 4 slices. Explain: "This is one whole pizza. One slice is one-fourth ($\frac{1}{4}$) of the pizza."

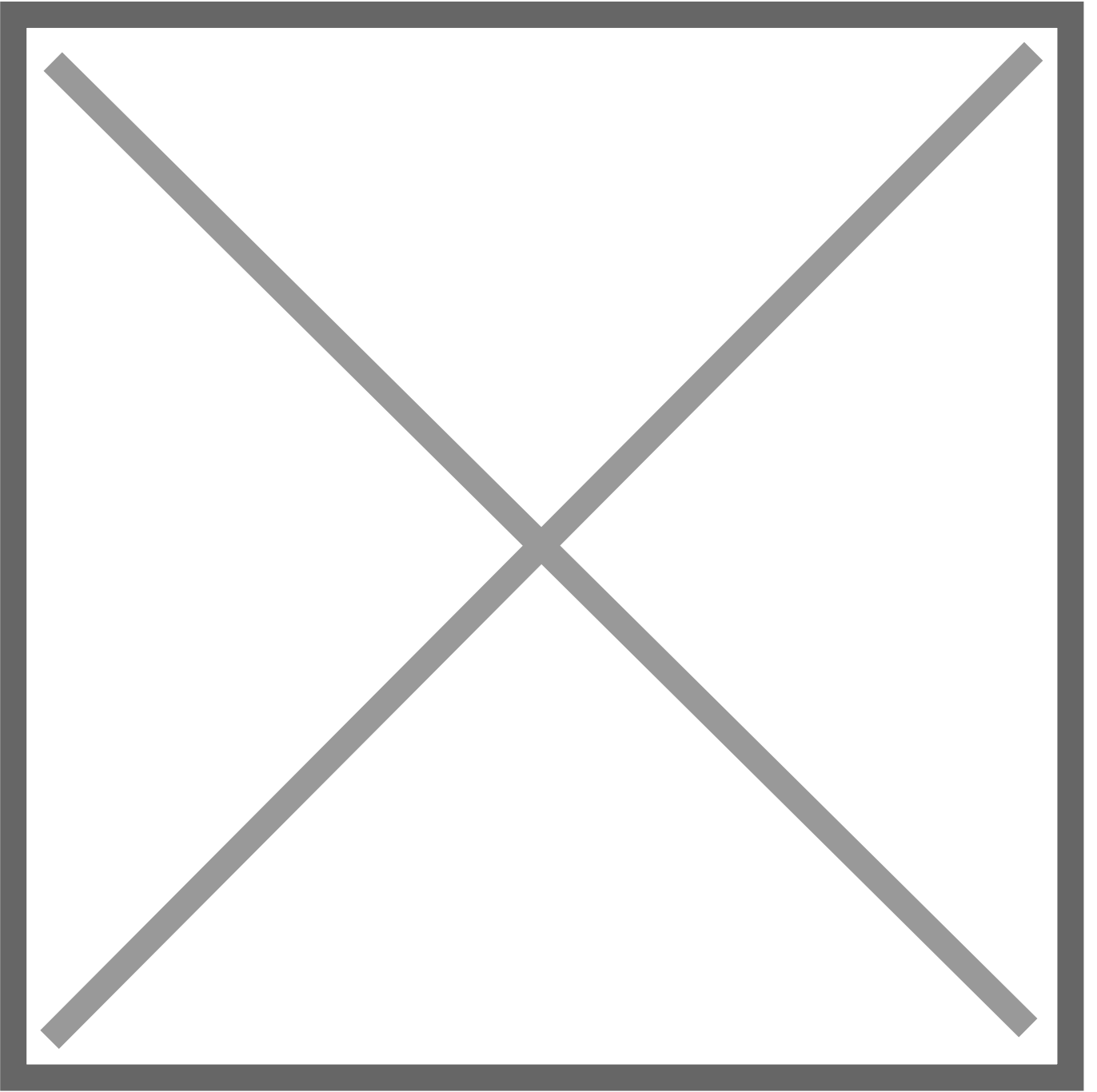
Use other examples like chocolate bars (divided into squares), fruit (like cutting an apple into 2 halves), or water bottles (half-full).

Key Concepts:

A fraction = part of a whole

Numerator = how many parts we have

Denominator = total equal parts





Main Activity (45 minutes):

“Bake and Share a Fraction Cake” (25 minutes)

Instructions:

1. Students are placed in small groups (2-4 students).

2. Each group receives a large paper circle (“cake”) and is told they must “bake and decorate” their cake using toppings.
3. They must divide the cake into either halves, thirds, or fourths based on a fraction card they draw.
4. Each group decorates different parts of the cake with toppings (e.g., $\frac{1}{2}$ with strawberries, $\frac{1}{2}$ with chocolate).
5. Students label each part with the correct fraction.

Presentations & Gallery Walk (10 minutes)

Each group briefly presents their cake to the class, explaining how they divided it and what each fraction represents.

Students walk around and view each group’s cake.

“Sharing is Caring” (10 minutes)

Ask students to complete a quick journal or sentence starter:

- “Today I learned that sharing can be...”
- “Fractions help us...”
- “One way I helped my group was...”

Review Questions (10 minutes):

1. A fraction is a way to show part of a whole. It has two parts:
2. Numerator: The top number, showing how many parts you have.
3. Denominator: The bottom number, showing the total number of equal parts.

Follow-up Tasks (10 minutes):

Imagine the following fractions:

- $\frac{1}{2}$
- $\frac{1}{3}$
- $\frac{2}{4}$
- $\frac{2}{6}$
- $\frac{3}{8}$

Expected Learning Outcome:

Knowledge building:

- Identify and represent fractions.
- Understand fair sharing through food.

Skill Building:

- Cooperation, empathy, and expressing ideas.

Resources

Introduction of Fraction:

Activity 1

Activity 2

Revision #9

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