

DAILY LESSON PLAN

Math GRADE:3
(NO.3/5)

DAILY LESSON PLAN

Unit 3: Fractions.

Date: _____

Topic: Equivalent Fractions.

Year Level: 3

Key Learning Area: identification and conversion of fractions into equivalent fraction.

Outcomes: Students will be able to identify the fraction patterns.

Students will be able to convert fractions into equivalent fractions.

Students will be able to define and apply equivalent fraction concepts

of the given fractions.

Lesson Structure:

Time	Introduction (Set):	Teaching Approaches

10 min.	<p>Recall the previous lecture with your students. Have a quick board test. Enquire your students about types of fractions. Write down some fractions on the board and ask to separate them by their types on their notebooks.</p> <p>Tell your students that today we are going to learn about "equivalent fractions."</p> <p>Write the word "equivalent" on the board.</p> <p>Ask students what word they see in "equivalent" that looks familiar? Once students see the similarities to "equal," explain that equivalent fractions are fractions that are equal to one another.</p>	<p>Equivalent fraction Rules:</p> <p>Start with defining the basics of equivalent fraction then explains the rules to your students:</p> <ol style="list-style-type: none"> 1. If we multiply the numerator and denominator of a fraction by the same number, we get equivalent fractions. 2. Dividing the numerator and denominator of a fraction by the same number also gives equivalent fraction.
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LESSON STRUCTURE:

Time	Main Content:	Teaching Approaches
25 min.	<p>Draw a circle on the board and split it in half. Color one half of the circle. Ask students what fraction is being shown. Write "1/2" on the board.</p> <p>Now, draw another line perpendicular to the first through the circle. Ask students what fraction is being shown now. Write "2/4" on the board.</p> <p>Explain that although these are two different fractions, they are equivalent to one another. The amount shaded on the circle did not change, it was simply divided into more parts.</p> <p>Solve the given fractions by the rules to convert them into equivalent fractions. Demonstrate that</p>	<p>Activity 1:</p> <p>Uses some printed or cut-out shapes or even draws some on the board. Ask students to write down their related fractions workout the fraction to make the pairs of equivalent fractions.</p>

	<p>how we convert the fraction by multiplication with the same number.</p> <p>Multiply</p> $\frac{2}{3} = \frac{4}{6} = \frac{8}{12}$ <p>Demonstrate that how we convert the fraction by division with the same number.</p> <p>Divide</p> $\frac{2}{3} = \frac{4}{6} = \frac{8}{12}$ <p>Once the students get comfortable with the concept. Help them to solve pages number 83-86 of the <i>incredible Mathematics book grade 3</i>.</p>	
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Time	Conclusion:	Teaching Approaches
5 min.	<p>Students will be able to:</p> <p>Students will be able to recognize parts and wholes both visually and numerically.</p> <p>Students will be able to convert the given fraction into equivalent fraction by multiplying or dividing with the same number.</p>	<p>Review the lesson with students. Ask students, "what did we learn about equivalent fraction today"? Ask for questions.</p>

Resources:

Writing board, chalk/marker, color pencils, sticky notes, chart paper or simple paper cut in different geometric shapes of different sizes, related worksheets, Incredible Mathematics Grade 3 book, notebooks etc.

Safety Consideration/ Materials

None

Assessment

Related worksheets

Board test

Mind-teasers.

Quiz etc.

Reflection

Students have understood the following:

The numerals of fraction.

How to convert the given fraction into equivalent fraction by multiplying or dividing with the same number.