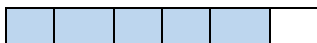


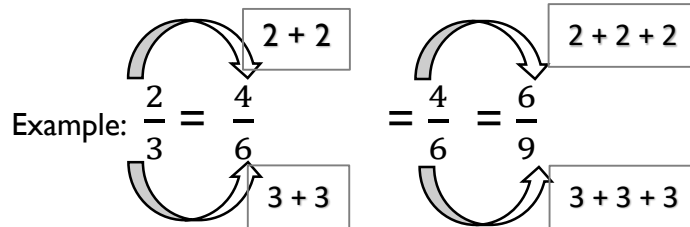
WEEKLY LESSON PLAN – B7

WEEK 9

Date: 18 th MARCH, 2022	Period:	Subject: Mathematics
Duration:		Strand: Number
Class: B7	Class Size:	Sub Strand: Fractions
Content Standard: B7.1.3.1 Simplify, compare and order a mixture of positive fractions (i.e. common, percent and decimal) by changing all to equivalent (i) fractions (ii) decimals, or (iii) percentages		Indicator: B7.1.3.1.1 Determine and recall the percentages and decimals of given benchmark fractions (i.e. tenths, fifths, fourths, thirds and halves) and use these to compare quantities
Performance Indicator: Learners can find the equivalent fractions of a given fraction.		Lesson: 1 OF 4
Core Competencies: Communication and Collaboration, Critical thinking and problem solving		
References: Mathematics Curriculum Pg.17		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Teacher ask: I have GHc 200, and I want to give half of it to my son for transport. How much will I give to my son?</p> <p>Let learners think-pair and discuss the question and find the answer.</p> <p>Ask them to share their answers with the class. (Answer: I will give GHc100 to my son, because GHc100 Leones is half of GHc200)</p> <p>Explain that ‘Half’ is a word that we use in our everyday lives. It means to divide something into two equal parts. We can use ‘half’ to talk about sharing something between two people.</p> <p>Explain that ‘Half’ is also a fraction in mathematics.</p> <p>Share the performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Using blackboard illustrations review the concept of fractions.</p> <p>Engage learners to shade given fraction of squares in given shapes: example: shade $\frac{5}{6}$ of the rectangle.</p> <div style="text-align: center;">  </div>	Square grid sheet or Geodot paper for shading fractions

Guide learners to write down equivalent fractions of given fractions.

To find the equivalent of a given fraction. We add up the numerator and denominators.



Therefore: $\frac{2}{3} = \frac{4}{6} = \frac{6}{9} = \frac{8}{12} = \frac{10}{15}$

Guide learners to express the fractions in its simplest form:

Example: $\frac{6}{10} = \frac{3}{5}$

Learners convert given improper fractions to mixed numbers:

Example: $\frac{12}{5} = 2\frac{2}{5}$, $\frac{25}{9} = 2\frac{7}{9}$

Guide learners to identify fractions which are (i) closer to half; (ii) closer to one; and (iii) closer to zero in games with fraction cards and fraction wheel.

**PHASE 3:
REFLECTION**

Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.

Take feedback from learners and summarize the lesson.

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Content Standard: B7.1.3.1 Simplify, compare and order a mixture of positive fractions (i.e. common, percent and decimal) by changing all to equivalent (i) fractions (ii) decimals, or (iii) percentages	Indicator: B7.1.3.1.2 Compare and order fractions (i.e. common, percent and decimal fractions up to thousandths) limit to the benchmark fractions	Lesson: 2 OF 4
Performance Indicator: Learners can compare and order fractions		Core Competencies: Communication and Collaboration, Critical thinking and problem solving
References: Mathematics Curriculum Pg.17		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Using blackboard illustrations, review learners understanding in the previous lesson. Share performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	<p>Guide learners to compare and order common fractions using the symbol (<, = or >).</p> <p>To order fractions with the same denominator, we compare the numerators. Example: order $\frac{2}{3}, \frac{5}{3}, \frac{1}{3}$ in ascending or increasing order. (from the smallest to biggest). In this case we start from 1, 2 and 5 So $\frac{1}{3}, \frac{2}{3}, \frac{5}{3}$</p> <p>To order fractions with different denominators, we change them to have the same denominator by finding equivalent fractions. Example: order $\frac{1}{2}, \frac{1}{3}, \frac{2}{5}$ in ascending order. So $\frac{1}{2} = \frac{15}{30}, \frac{1}{3} = \frac{10}{30}, \frac{2}{5} = \frac{12}{30}$</p> <p>Now we compare the numerators since they have the same denominators as 30. In this case 10 ($\frac{1}{3}$), 12 ($\frac{2}{5}$) and 15 ($\frac{15}{30}$). So $\frac{1}{3}, \frac{2}{5}, \frac{1}{2}$</p> <p>Learners to Find which decimal fractions is greater: 0.99 is greater than 0.977</p>	Square grid sheet or Geodot paper for shading fractions

	<p>Guide learners to order the decimal numbers 0.098, 0.985 and 0.123 from least to greatest.</p> <p>Ask learners to compare and order decimal fractions and percent, and express them in one form (i.e. either common, decimal or percent).</p> <p>For instance, to order 0.832, $\frac{3}{8}$ and 38% from least to largest; we have</p> $0.832 = \frac{832}{1000} = 83.2\%,$ $\rightarrow \frac{3}{8} = \frac{375}{1000} = 37.5\%,$ $38\% = \frac{38}{100} = 38\%,$ <p>Hence the order from least to the largest is $\frac{3}{8}$, 38% and 0.832.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	