# Simple fractions (grade 1) 

Simple Fractions (Grade 1) I. Objectives: At the end of the lesson, the students should be able to: 1. Identify simple fractions. 2 . Shade the given figure based from the given fractions. 3. Appreciate the beauty of one's work and demonstrate neatness in one's work. I. Subject Matter: Topic: Simple Fractions Reference: Comprehensive Curriculum of Basic Skills Grade 1 Author: Dawn Downs Purney Pages: Page 429-435 Materials: Sky Flakes, Poster, Work sheets, Paper, Computer/LCD for powerpoint presentation (if available.) Skills: Identify fractions (cognitive), Coloring (psychomotor), Appreciate the beauty of one's work (affective) Concepts: Fractions II. Procedure: A. Preparatory Activity/Review: Teacher's Activities Pupils' Activities What can you observe from the poster? (Answers will vary) 1 Lesson Proper 2 Motivation Teacher: Class, what is this? A cracker. This is a whole cracker. Do you also eat cracker? Yes/No, Madam. I know you are hungry, so we'll take a bite. Do you know that I can share this one whole cracker with two persons? Yes/No, Madam. See these divisions here? I can cut along these lines so I can share the two pieces with another two persons. 1. Presentation If I cut this cracker along the dotted lines, what do I have now? Three pieces of the cracker. These three pieces are all part of the whole cracker. Am I right, class? Yes, Madam. A part of a whole is called ___ (Answers will vary) any volunteer? A part of a whole is called FRACTION. What is fraction, class? A part of a whole. Good! 2. Discussion: This is how you write a piece of the cracker in fraction. 1 part, divided, shaded, numerator -- 3 number of equal parts, denominator Class, what does the numerator stands for? Part shaded or divided. What does the denominator stands for? Number of equal parts If I draw an object with three equal parts and only one part is shaded, how will I write the fraction? 1 -- 3

Good! For these two pieces of crackers, How do you write it in fraction? 2 -- 3 That's right. You can also write it this way 2 / 3 The three parts of the cracker, in fraction, would be what? I want a volunteer? (Answers may vary) It is 3 / 3 . 3 -- is also equal to 1 , which is the 3 whole cracker. Is it clear, class? Yes, Madam. Good! Now, I want you to have some exercises. 3. Application: Directions: Color only the shapes that show halves (1/2). Valuing: Do you consider a figure with an even shading better than a figure with a careless and sloppy coloring? Why do you need to control your coloring? How can you make the figures look more pleasing to the viewers? Evaluation 3 Directions: Circle the objects that have 3 equal parts. B.

Directions: Count the equal parts and then write the fraction. Example:
Shaded part = 1 Write: $1 / 3$ Equal parts $=3$ Shaded part = $\qquad$ Write: $\qquad$ Equal parts $=$ $\qquad$ Shaded part = $\qquad$ Write: $\qquad$ Equal parts = $\qquad$ Shaded part = $\qquad$ Write: $\qquad$ Equal parts = $\qquad$ V. Assignment Multiple Choice (10 points) Directions: What fraction of the total parts is blue in the figures below? Choose the correct answer. 1) a. 1/2 b. 1/3 c. 1/4 d. 1/5 2) a.
1/2 b. 1/3
c. $1 / 4$ d. $1 / 5$
3) a. 1/2
b. 1/3
c. $1 / 4$ d. $1 / 5$
4) a. 1/2
b. 1/3
c. $1 / 4 \mathrm{~d}$. 1/5 5) a. 1/2 b. 1/3 c. 1/4 d. 1/5

