Presentation Title – Fractional numbers

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Abstract

My presentation 'Fractional numbers" covers the basic information about fractions where I have tried to make the topic meaningful and interesting. In first few slides, the meaning of equivalent fractions is very well
depicted with the help of the animation showing the formation of new fractions but with the same value .

The concept of fraction and its equivalence has also been discussed with the help of a figure.
A poem has been introduced to make the students aware of some words like quarter , three – fourth etc .To create interest and make it more interesting, I added a few slides on the application of fractions in real life.

A short class assignment has been given to assess the understanding of the students after the lesson is over
. A home assignment as a group project has been given which involves online games and use of PC and the basic knowledge of fractions .
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Keywords

Power point presentation, discover facts, Maths activities, animations, on line games , software , PC .

INTRODUCTION

A math's class with a rigid structured text book/worksheet approach does not motivate or inspire students. There are lots of ways to make maths fun in class. It has been experienced that if children are having fun whilst they are learning then they will be more engaged and enthusiastic about the subject that they are being taught.
It has also been felt that the classroom environment while learning maths should be:

Stimulating and engaging children in a mathematical context
Incorporate a variety of rich resources that engage children in mathematical connections
Is rich in the language of mathematics/integrated across the curriculum
Has access to information technology, which is an integral component of our world ; this should be reflected in our mathematical classroom environment

Keeping the above points in mind, the lesson – "Fractional numbers " has been planned for the children of age group 5+ to 7 years. It is perhaps the most important concept children need to understand in their early learning of maths.

OBJECTIVES

- Be able to represent and explain fractional parts of a collection / group of objects
- Be able to understand fraction as a division
- Be able to convert a mixed fraction into an improper fraction and vice - versa
- Be able to generate fraction equivalent to a given fraction
- Be able to reduce a fraction to its lowest term
- Be able to calculate a specified fractional part of a number/ quantity (2/3 of270)
- Be able to convert given unlike fractions into like fractions using equivalence of fractional Numbers.
- Be able to add and subtract like and unlike fractions

PLAN

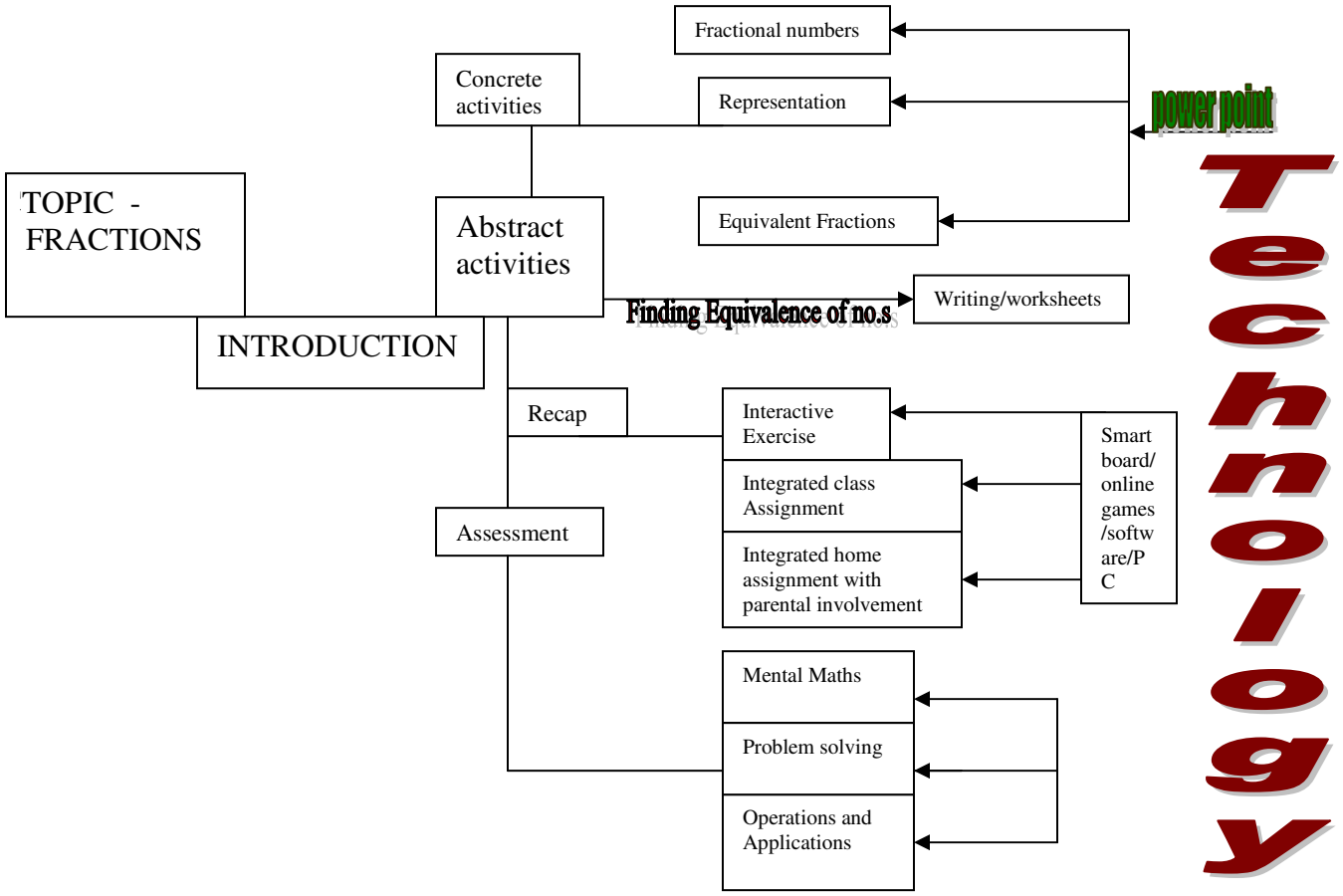
The topic makes use of computers (MS Power Point / Internet / online games) , smart board , CDs as teaching aids at every stage of teaching –learning a topic.

Technology in this plan helps the students reinforce the concepts at their own pace.

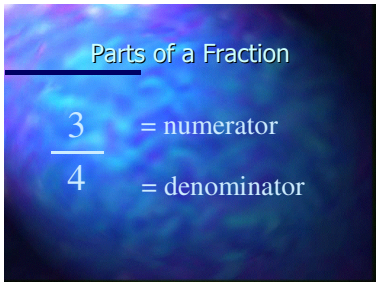
Poems / songs, stories written by the senior children have been incorporated in the plan.

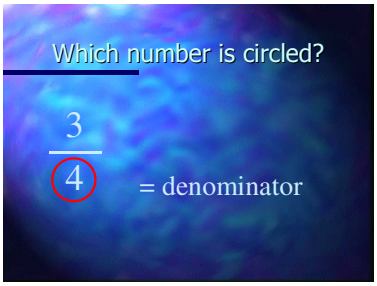
In order to highlight the connections between math's experiences at home and the math's experiences at school, parents' involvement has been given a special place in the plan.

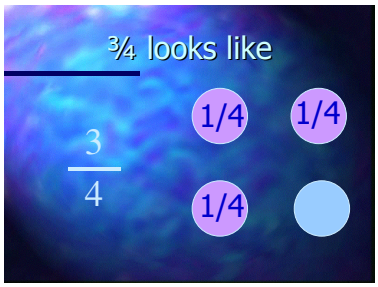
LAY OUT OF LESSON PLAN

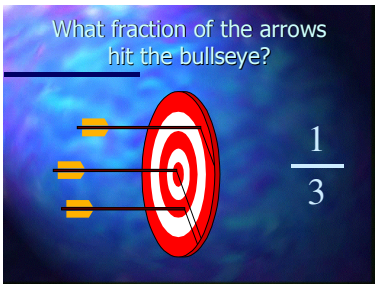


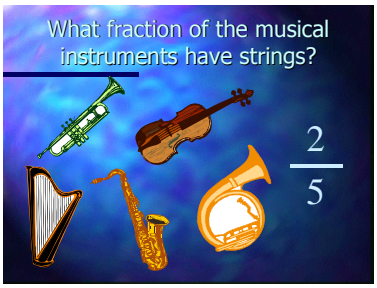
Here are a few slides from my presentation

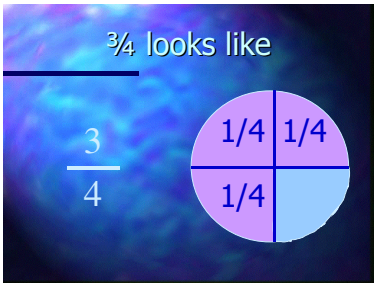


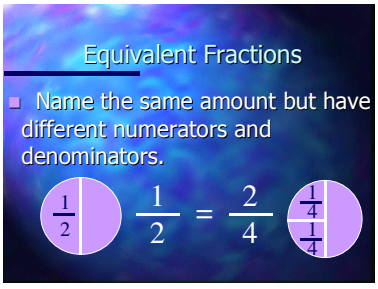


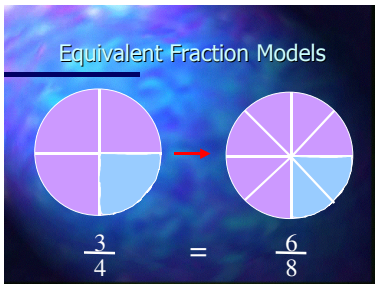


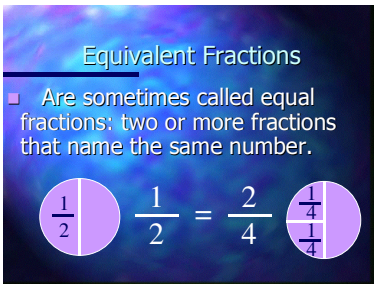


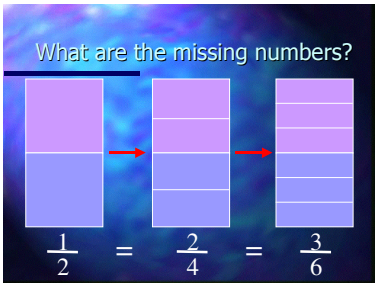


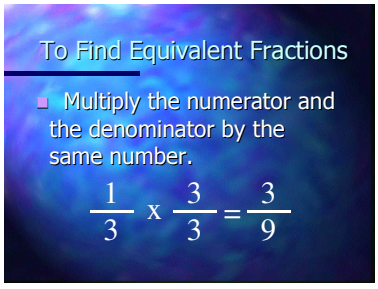












A Poem on Fractions

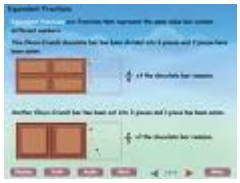
I bought a quarter pound of eighths.
I bought an ounce of thirds.
I filled a bag with seventeenths that I will feed the birds.

I found a ninth of thirty-eighths.
I grabbed a single half.
The sixths and fifths were one-fourth off, and that caused me to laugh.

As I prepared to pay my bill,
Well, that's when things got strange.
Although they're selling fractions there, they cannot figure change.

REAL LIFE EXAMPLES –

Application of fractions in real life



*1. Project - Building a **Fraction** Book*

• students will be receiving a fraction card with a specific fraction on it
and from that specific fraction they will create a "fraction story."

• Once they have created their fraction story, which includes a drawing of their specific story, a class book of all the different fraction **stories** will be created
. students will be given time to brainstorm how they want to display and tell their "fraction" story

• Once complete with picture and story, students will glue their story and picture of themselves on the piece of construction paper

Conclusion: As a teacher, my basic objective in the classroom is to make teaching simple, interesting and at the same time very effective. To achieve this, I make appropriate and innovative use of technology and apply best instructional strategies. I make sincere efforts to make learning a joyful experience using IT tools. I try to seize every opportunity to share my ideas and knowledge beyond the classroom for the betterment of society.