CENTRES FOR EXCELLENCE IN MATHS

FE centre resource

Pearson

Lesson plan

Basic fractions

Level 2

1. Lesson objectives

- Understand what a fraction is and be able to link this to proportion
- Find a fraction of an amount

2. Functional Skills Level 2 curriculum

Using numbers and the number system
Level 1:
9 Find fractions of whole number quantities or measurements
Level 2:
8 Express one number as a fraction of another

3. Lesson plan

This is an overview of the lesson. More notes can be found in the notes in the lesson slides.

Activity	Purpose of this activity	Time (min)	Guidance	Materials
Introduction	To understand what a fraction is	20	Briefly introduce the context of the lesson and the objectives. Break into small groups. Each group completes a Frayer model and thinks about what a fraction is. Encourage learners to represent their ideas visually. Learners record their ideas in each of the four sections. Ask groups to swap their Frayer models. Display a model on the board, requesting feedback from class. Discuss mathematical language commonly used when discussing the topic of fractions – numerator, denominator, simplify and equivalence.	Slides 1–3 Frayer model handout (A3) Coloured pens
Explore	To further understand what a fraction is by clarifying possible misconceptions	20	Review Frayer models and highlight possible misconceptions. Break down what a whole number and a fraction are. Discuss what we mean by ‘a fraction of an amount’. Create a class fraction wall (ask learners either to take a photo or to copy the wall into their workbooks) or use the link to the interactive fraction wall in the slides. Lead on to introducing bar modelling and use Ruby’s mistake handout to emphasise that each part in a fraction must be of equal size. Work through the key ideas about fractions as a summary.	Slides 4–8 Whiteboard and pens Ruby’s mistake handout

Activity	Purpose of this activity	Time (min)	Guidance	Materials
Discuss 1	To find the whole amount from a fraction	10	Show learners the question and ask them to think about how they might go about finding the fraction of the amount without using a calculator. They should suggest how to do this using a bar model. Prompt them to think about how the bar should be divided up before working out the answer.	Slides 9–10
Explore 2	To understand what a fraction is and to be able to link it to proportion	20	The purpose of the activity is for learners to understand that a fraction of an amount depends on the size of the whole. Start the activity by showing the class the Rusty the robot cake (50 servings) sold in slices at the college café. Tell learners that this cake represents £20. The handout has varying amounts of the cake sold that week in the café. Learners use the bar models on the handout to work out the fraction of cake sold each day and then the value of cake sold each day, e.g. on Monday there are 28/50 left over, so 22 (50 – 28) were sold. The value of cake sold is 22/50 × 20 = £8.80. The purpose of the activity is for learners to find a fraction of an amount using the context of the café and money. This activity should take 20 minutes, with learners working in pairs.	Slides 11–13 Rusty the robot cake handout
Practice	To check and consolidate understanding by answering exam questions	15	Learners work individually or as a group. Use animation to reveal the answers.	Slides 14–15 Exam question handout

Activity	Purpose of this activity	Time (min)	Guidance	Materials
Review	To review the lesson and recap what has been covered	5	Ask learners to identify what has been discussed during the lesson.	Slide 16