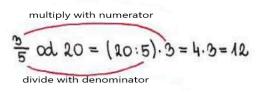| | |
|---|---|
| School: Osnovna šola Franceta Bevka Tolmin<br>Teacher: Tadeja Zorč Čarga | |
| CLIL lesson plan | |
| Class | 6. |
| Subject | **MATHEMATICS** |
| Learning unit | Rational numbers |
| Learning topic | Calculating a/b of n |
| Goals | ● to calculate a/b from c (only if c is a multiple of b);<br>● a measurement number written with a fraction is written with a natural number with the corresponding unit |
| Language goals | ● to learn new Vocabulary: convert, multiple, measurement number<br>● to revise English words associated with fractions<br>● to revise numbers in English<br>● to practice discussion in English<br>● to develop understanding skills<br>● to give answer in English |
| **Lesson plan** | |

### I.     Introduction

Let's repeat what a fraction is, what the numerator and denominator tell us and in what ways we can display fractions.

### II.     Main part

Example:

multiply with numerator

$$\frac{3}{5} \text{ od } 20 = (20:5) \cdot 3 = 4 \cdot 3 = 12$$

divide with denominator

The number 20 is a multiple of 5 (the denominator).

**Calculate:**

a)  $\frac{2}{5}$ **of 250 kg** = (250 kg : 5 ) ▪ 2 = 50 kg ▪ 2 = 100 kg

b)  $\frac{3}{4}$ **of 180 km** = (180 km : 4 ) ▪ 3 = 45 km ▪ 3 = 135 km

c)  $\frac{2}{3}$ **of 5 hours in minutes**

Convert hours to minutes: 5 ▪ 60 min = 300 min

$\frac{2}{3}$ of 300 min = (300 min : 3 ) ▪ 2 = 100 min ▪ 2 = 200 min

d)  $\frac{1}{4}$ **of 9 kg in grams**

Convert kilos to grams: 9 ▪ 1000 g = 9000 g

$\frac{1}{4}$ of 9000 g = (9000 g : 4 ) ▪ 1 = 2250 g

III.      **The final part of the lesson**

**Exercise:**

Špela has already collected $\frac{2}{5}$ of the 300 stickers in the new album. How many stickers does she already have?

$\frac{2}{5}$ of 300 = (300 : 5) ▪ 2 = 50 ▪ 2 = 100