**OBSERVATION OF LESSON PLANNING:**

At the start of the lesson the learners should be able to identify equivalent fractions using the fraction wall which they should have learnt in grade 6 and grade 7.

They should be able to identify a half and a quarter using different shapes and diagrams such as a circle. You cut it in half or a quarter.

Should be able to increase and decrease a ratio using the fact that both sides of the ratio are multiplied or divided. After teaching it in term one, not sure if learners can do that really yet. That one can be taken out of the lesson outcome.

Learners should be able to identify the representation of numbers in different ways mainly in fraction form. If they are given the number four, they should know that they can put that as 8 over two.

Learners should be able to identify improper factions and mixed fractions as well as be able to convert between the two forms.

By the end of the lesson, after we have finished teaching them, learners should be able to add and subtract fractions with common denominators. Learners should be able to explain what LCD means. Learners should be able to identify denominators as multiples of one another. And finally, learners should be able to order fractions into ascending order and descending order.

LTSMS discussed - textbooks, three different ones to choose from.

Physical tool to help visualise equivalent fractions - a designed cardboard cut-out pizza. Will be stuck on whiteboard, what happens if it is a half, if it is a quarter, if it is the same size pizza that is cut into different slices, just to show equivalent fractions.

Theme will be using real world examples such as food, chocolate or pizza. Something that could be shared.

Cardboard pizza will be used, one cut into four and one cut into 8. And then they will be placed next to each other to show that they are the same size to introduce the topic. Getting their minds going, just to get them interested in the main topic. This will be used mainly to get the learners interested and curious about how the pieces work together and actually receive a visual representation of how a fraction is a part of a whole. See which pieces are the same and which pieces are not.

A number of problems will be presented to the learners to complete on their own with the option of assistance. They can put their hand up and ask for help if they are stuck. The pizza cardboard can then be used to explain adding ask the learners how many pizzas there will be without cutting the pizzas into slices, linking this to normal addition. OS instead of one half plus one half or one quarter plus one quarter. It would be one whole pizza plus one whole pizza giving us two. Then we would move to one plus a half just to introduce the idea of fractions.

Then we would ask if one pizza had one slice missing, it would no longer be a whole but rather five out of six, seven out of eight and so on. The numbers can then be used to support equivalent fractions as well as adding of fractions with the same denominator. With the same denominator we would use the same size pizzas with the same slices, so two same size pizzas cut into six different slices, 3 out of 6 plus 4 out 6 will equal one whole pizza with some extra.

The final sections of the lesson, the consolidation, which is the shortest part. This section the learners can try some examples of adding fractions with the same denominator on their own with the option of assistance and what is not finished will be for homework.

Teacher two likes the idea of using the pizza cardboard cut-out. Relates it to something learners are already familiar with. Maybe to get them more involved, instead of just the teacher using the cardboard cut-out, teacher should ask learners to bring fruit or chocolate, some sort of food that they can divide amongst their friends. Ask them to cut their food and divide it equally in order to share with their friends. As a way to see how they can create a fraction from a whole and what happens when you take a piece from a whole and see what remains. This way they can visualise it, see how fractions happen and what it really means for a fraction to be part of a whole. From this they will be able to apply it to different situations and problems. Everyone enjoys sweets and everyone enjoys the aspect of it.

Teacher three agrees, but questions how accommodation for the covid pandemic will be implemented when sharing of food. Teachers come to an agreement that they will not share food but should rather tell learners to bring THEIR own food to divide. Teacher three also brings forth the idea that the cost of food should be considered and oranges and relatively affordable. Slabs of chocolates are probably the best option as it can broken easily and into many different pieces. Such as the aero. Teachers question whether they should be specific about type of food so that everyone in the class has the same and the teacher can plan how many pieces the learners should divide their food into and what the possible outcome should be.

If teacher tells learners to break the chocolate in half, equivalent fractions can be taught. For example, if the chocolate is broken into 12 pieces and then divided in half, that is 6 and 6.

The planned lesson outcomes are for the actual lesson and not for the whole chapter. Teacher two states that there are too many outcomes for one lesson and thus the teachers narrow them down to only adding and subtracting of equivalent fractions. Three quarter must be added to something else so that we can have that half or that whole. The lesson outcomes there should be specifically only one. (NB to note here how the lesson planning started with a variety of lesson outcomes but as the teachers discussed the lesson, they redefined just one to focus on for the lesson) Adding and subtracting of equivalent fractions, not dividing and multiplying. The percentages will be worked in with the fractions as it is not taught in isolation and it is something they have been taught in grade 6 and 7. Ask percentages as verbal questions, one half is 50% and so on. This will allow a Segway to the lesson that will focus on converting fractions to percentages. Checking their understanding of percentages while teaching fractions.

This lesson is only for adding and subtracting equivalent fractions and percentages, improper, proper and mixed fractions will not be the focus of the lesson but verbal questions will eb asked a s a means to check if the learners have that base knowledge. Just checking if they understanding and provides an indication of what needs to be focused on. Show them one whole pizza and one-half pizza and asking the learners to identify what is that number as a mixed number (one and a half pizzas). And how would you convert that number to an improper number. Then when it comes to adding and subtracting the learners will need to find the LCD.

Homework is discussed. Before the teachers decide whether they will be giving the learners homework or not they discuss how long the period is about 35 minutes, and how long they would like to present each section of the lesson (introduction – 15 minutes, development 10 and conclusion – 5 so 30 minutes in total). From this discussion on time, teachers decide it will be best to give learners homework.

**INTERVIEW OF LESSON PLANNING:**

QUESTION:

How were these lesson outcomes formulated? Were they formulated as a group based on what the learners require?

ANSWER:

The lesson outcomes were based on the CAPS lesson outcomes for Grade 8 learners with regard to common fractions. The teachers focused on action words, the learners should be able to identify, to find or to be able to state.

QUESTION:  
Will the teacher presenting the lesson introduce the lesson by explicitly stating the lesson outcomes to the learners?

ANSWER:

No, the learners will not be made aware of the lesson outcomes beforehand.

QUESTION:  
What specific formative assessment questions will the teacher presenting the lesson ask?

ANSWER:

No specific questions have been planned but more along the lines of if we are dealing with equivalent fractions, teacher will generally ask questions about a half or a quarter. This way it relates it to the knowledge that they acquired in grade 6/7.

QUESTION:  
What will be done for the learners who cannot afford to buy a chocolate or forget to bring one?

ANSWER:

Bringing a chocolate will be optional but the teacher will focus on the visual representation of the cut-out pizza.