**LESSON DEVELOPMENT FOUR**

 **ADDITION AND SUBTRACTION OF FRACTIONS WITH THE SAME DENOMINATORS**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1****Introduction** **(5 minutes)** | Ask pupils to perform basic addition on the following whole numbers – 5 + 7 =8 + 6 = 3 + 9 = Teacher’s remark – Just as we add one whole number to another, we can add fractions together as well.  | Expected response 5 + 7 = 12 8 + 6 =143 + 9 =12 Listen to the teacher’s remark and lesson introduction.  | Linking the Previous knowledge to the new lesson  |
| **Step 2** **Development** **(5 minutes)** **Grouping** | 1. Groups the learners into four groups – A, B, C, and D. 2. Guide the learners to choose a leader and secretary for your group. 3. Gives each group learning materials –  | 1. Belong to a group. 2. Choose their leader and secretary. 3. Received learning materials for their group.  | Learner’s group, leader and secretary confirmed. |
| **Step 3 A** **Development****(5 minutes)** | Ask pupils to identify different parts of a fraction. The numerator, fraction bar and denominator.  |  | Identification of fractional parts |
| **Step 3 B** **Development****(5 minutes)** | Guide the pupils to add the numerators of all fractions with the same denominators –Add 1. 2/7 and 3/72. 5/8 and 2/8 | 1/7 + 3/7 = (1 + 3)/7 = 4/75/8 + 2/8= (5 + 2)/8= 7/8 | Addition of fractions  |
| **Step 4****Development****(10 minutes)** | 1. 5/11 + 4/112. 4/9 + 3/93. 5/12 + 1/124. 5/12 + 7/12 | Groups discussion  |  Groups work  |
| **Step 5****Development** **(5 minutes)**  | Asks each group to present their answers so that you can compare responses with those in other groups.Call two or more representatives for presentation.  | Presentation  | Presentation   |
| **Step 6****Conclusion****(5 minutes)** | To conclude the lesson, the teacher revises the entire lesson and ask the key questions.  | The learners listen, ask and answer questions. | Lesson Evaluation and Conclusion  |