**LESSON DEVELOPMENT THREE**

**ADDITION AND SUBTRACTION OF FRACTIONS**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction**  **(5 minutes)** | Get 2 cardboard stripes and divide each into 5 equally parts.  1st Stripe   |  |  |  |  |  | | --- | --- | --- | --- | --- | | ///// | ///// |  |  |  |   2nd Stripe   |  |  |  |  |  | | --- | --- | --- | --- | --- | | ///// |  |  |  |  |   Pick 2 shaded parts from the first stripe and ask pupils the fraction parts of it. Do the same with the second stripe.  Let them compare the denominators of the two fractions.  Guide the pupils to add the shaded parts together.  Teacher’s remark – The addition of 2 and 1 are fraction parts and it’s written as 3/5.  To add fractions there are Three Simple Steps:  Step 1: Make sure the bottom numbers (the denominators) are the same. If the denominators are not the same, find the equivalent fractions then convert them to equivalent fractions with the same denominator.  Step 2: Add the top numbers (the numerators), put that answer over the denominator.  Step 3: Simplify the fraction (if needed). | Watch the teacher’s activities.  First stripe – 2/5  Second stripe – 1/5  The two fractions has the same denominators.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | ///// | ///// |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | ///// |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | //// | //// | //// |  |  |   Therefore, 2/5 + 1/5 = 3/5.  Listen to the teacher’s remark and lesson’s introduction – Addition of Fractions | 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 – Cardboard stripes and NMM Book 6. | 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**  **(10 minutes)** | Add 3/7 and 2/7  Subtract 1/9 from 5/9  Continue with another 2 cardboard stripes and divide the first into 3 and the second into 6.  First stripe   |  |  |  | | --- | --- | --- | | ///////// |  |  |   Second stripe   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | /// | /// | /// |  |  |  |   Let them compare the denominators of the two fractions.  Teacher’s remark – Refers to the basic steps. | 3/7 + 2/7  = (3 + 2)/7  = 5/7  5/9 + 1/9  = (5 + 1)/9  = 4/9  Watch the teacher’s activities and participate actively in activities.  1/3  3/6  The denominators are different.  1/3 + 3/6  The LCM is 6.  1/3 = (1 x 2)/(3 x 2) = 2/6  Therefore,  2/6 + 3/6  = (2 + 3)/6  = 5/6 | Addition and subtraction of Fractions |
| **Step 4**  **Development – Individual/Groups Work**  **(10 minutes)** | Add the following fractions –  1. 5/6 + 3/6  2. 3/3 - 3/4 | 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 out two or more groups 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 |