## MATH LESSON PLAN

| Duration: | $2^{* 40 ~ m i n s ~}$ |
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| LESSON | MATH |
| CLASS | 4 |
| LEARNING AREA | Fractions |
| SUBJECT | Operations with equal denominators |


| GAINS | Adds and subtracts denominators in equal fractions. |
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|  | Solves problems that require addition and subtraction with fractions. |
| LEARNING-TEACHING <br> METHOD <br> AND TECHNIQUES | Lecture, demonstration, research/examination, question and answer, <br> problem solving |
| EDUCATIONAL <br> TECHNOLOGIES <br> TOOLS AND <br> EQUIPMENT | Fraction kit - Cardboards expressing various fractions |
| COURSE AREA | Class |



## EVENT PROCESS

Modeled fraction cards printed out and distributed to students. Students by color Ask them to form 3 groups. Each from a group in turn write the model as a fraction number on the board and add they are asked to do.
***This event is between groups

It can be applied as a competition activity. According to the number of students models can be changed.
***When adding fractions with equal denominators; the denominator will be written exactly, the numerators will be added to the new numerator.
specified to be written.

## RESULTS

Yellow Fraction Model:
$1 / 6+4 / 6+5 / 6+1 / 6=11 / 6$

Pink Fraction Pattern:
$3 / 5+2 / 5+4 / 5+1 / 5=10 / 5$

Blue Fraction Model:
$1 / 3+1 / 3+2 / 3+2 / 3=6 / 3$

|  | In the problem solving activity, the solution stages of the problem are <br> determined one by one. where the students are <br> With the problem established over the class size, the problem solving <br> stages are completed sequentially. <br> Example Problem: <br> On our class trip, students $1 / 5$ preferred cakes, 2/5 |
| :--- | :--- |
| Measuring-assessment: <br> Individual and group <br> learning measuring and <br> assessment | Ice-cream; the rest opted for wafers. 20 in our class <br> as a student; How many students prefer wafers? <br> *** The problem is organized according to the number of students in the <br> class. <br> UNDERSTAND THE PROBLEM: The information given in the problem <br> is expressed and written. Write a statement about the result desired by the <br> problem. <br> PLAN THE SOLUTION: Decide what actions need to be taken. It is <br> written. <br> EXECUTE PLAN: The specified actions are implemented. <br> VERIFY: The correctness of the transaction is checked. |

