ADDITION OF FRACTIONS WITH THE SAME DENOMINATOR

3.20.2019

Subject

Mathematics

Prepared By

[Instructor Name]

Grade Level

2

Overview

This lesson plan covers teaching content for;

1.addition of fractions with the same denominator

Objectives

Students should be able to;

1. Add fractions with the same denominator as a given fraction

Activity Starter/Instruction

1. Introduce the concept by calling out two student A and B to act out (as in a miniature skit) word problem.
2. Explain to the class that student A had just finished a soccer game so he invited is friend B to his house but A and is quite hungry
3. Tell the class that student A have a pizza (or whatever the student are acquainted with) that he plans on eating

Teacher Practice

Lesson 1- 20 Mins

1. Draw a number line on the board with a zero on the left and a 1 on the right.
2. Divide it into eighths but don't label them.
3. Tell the class that when student A sit for dinner, he eats 5/8 of the pizza
4. Make commentary like a news caster "wow, who knew he was this hungry" to retain the

Guided Practice

Lesson 1- 20 Mins

Concept of the same whole

1. Use pictorial shapes to illustrate the example from the number line.
2. Ensure that fractions are drawn as part of the same object or the "same whole".
3. Write 2/6 +1/6 = on the board.
4. Draw a square shape on the board and divide it into six parts.

Materials Required

- White board

-white board marker

-base ten blocks

Additional Resources

http://lessonplanspage.com/mathaddingfracti
htm
https://study.com/academy/lesson/common-c
https://educators.brainpop.com/lesson-plan/d

Additional Notes

Assessment Activity

1. Students write 3-10 simple fraction problems in which they are adding fractions.
2. Give all students the equations they need to use and for some students, provide fraction word story for better understanding of the concept.

attention of the class

5. Draw an arrow that jumps from 0 to 5/8 on the number line.
6. Now student B shows up at A's house but he didn't like pizza, so he eat a piece because he his hungry too
7. Using a different colored marker, jump 1/8 on the number line.
8. Below the number line, write 5/8 + 1/8 = and then ask, "How many pieces of pizza did student A and B eat in all?"
9. The students say "6/8". You write it and put a star at the end point on the number line.
10. Have the kids derive their own "rules" regarding fractions, based on their own observations. Then let them verify their rules using more advanced examples, e.g. 3/5+2/5 = 5/5 =1.

5. Paint 2 of the part with a marker to indicate 2/6 and paint another one part with a different color marker to indicate 1/6.
6. Now tell the student to count the painted part together i.e. 3 while the whole part is 6 to make 3/6.

Summary

Addition of like fractions is the first step in the

introduction of the big topic of fraction arithmetic, and is a great chance for the student to have the right foundation for the future.		