SUBTRACTION OF FRACTION WITH THE SAME DENOMINATOR

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Subject

Mathematics

Prepared By

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Grade Level

2

Overview

This lesson plan covers teaching content for;

1. Subtraction of fraction with the same denominator

Objectives

Students should be able to;

1. Subtract fraction with the same denominator as a given fraction

Activity Starter/Instruction

1. Open the lesson with a challenge. Write two fractions on the board and asking students to think about how we can subtract these fractions together to get a total.
2. Ensure that the students focus on the main concept of this lesson: subtracting fractions.
3. As students respond to the given question, assess their knowledge and used what they need to know to adjust the complexity of the lesson. Some students want to add the denominator and the numerator, point out when the denominators are the same you only add the numerators.

Teacher Practice

Day 1, Lesson 1-25 Mins

1. Write the problem on the board (6/8 -3/8)
2. Tell the student we can subtract fractions with like denominators to find the difference between the fractions. As long as the

Guided Practice

Day 2, Lesson 1-15 Mins

The Importance Of One

1. Write the problem (1 - 3/8) on the board
2. Draw a bar shape on the board and divide it into 8 parts. The bar model is a good pictorial representation to illustrate subtracting like

Materials Required

- White board
-white board marker
-base ten blocks

Additional Resources

- https://www.clarendonlearning.org/lesson-plans/add-sub-fractions-like-denominators
- https://www.ck12.org/book/CK-12-Middle-School-Math-Grade-6/section/6.2
- https://teachablemath.com/addition-subtraction-like-fractions
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Additional Notes

Assessment Activity 1.Students will practice the process demonstrated to them by doing a couple more problems.	denominators are the same, the fractions are alike, and we can simply subtract the numerators. 3. Draw a shape (e. g. a rectangle or circle) on the board and divide it into 8 parts 4. Paint 6 part of the shape to illustrate 6/8 5. Ask students on ideas of what to do next on the shape with 3/8. Student may suggest that you paint another 3 part, therefore, emphasize on the concept of subtraction or difference 6. Tell student that we now remove 3 parts from the painted shapes. Illustrate this by cleaning out 3 of the 6 shaded part 7. Ask students how many painted part are left (3). And the overall shape is 8, i.e. 3/8.	fractions. 3. Explain to the students that the "1" represent 8/8 i.e. painting the whole parts the bar shape. 4. Ask the students how they will solve the 3/8 (cleaning 3 out of the 8 shaded part) 5. Now, tell them to count the remaining shaded part to give 5/8.
Summary 1. The case of fraction subtraction involving the whole number is very important when students start dealing with addition	2. Kids visualize what we say and draw. Subtraction of like fractions is one of the two steps in the introduction of the big topic of fraction arithmetic, and is a great chance for students to set things right and lay down the	

and subtraction of mixed numbers and improper fractions later.	right foundation for the future.	