

TP2 Lesson Outline : 20 minutes

Date:14/3/2016 Time: 12:15-1:15	Subject: Math Grade:5	Topic : Subtract the similar fraction	Name: Muneer Naji
Context: <i>Place your lesson in the context of what has been taught in previous lessons, and in context of the structure of the class in which this lesson takes place</i>	Having the students exposed the Addition of similar fraction; accordingly I will move on to the subtraction of similar fraction. To begin with, I will assess students' prior knowledge by asking simple questions. At the end of my part, students will know the parts of the face more and will master the appropriate pronunciation.		
Objective <i>Specific, appropriate.....</i>	By the end of the 20 minutes lesson, the students will be able to explain the steps involved in solving similar fraction subtraction solving.		
Summary <i>what will happen within the 20 minute time</i>	Starting with an activity by asking the students to identify three similar multiples of three and four. Next, the teacher writes on the board some similar fractions subtraction equations and accordingly provides a short explanation about the topic. Finally, as an assessment students will be provided with bunch of equations and in pairs students will come up with the final answer. Moreover, students will be assessed on the procedure of solving step by step.		
Materials <i>Pictures, items, books...</i>	Mini whiteboards, whiteboard markers.		
TEACHER actions and words <i>Statements of exactly the actions. Write the exact sentences and questions that will be used to motivate, teach, respond, and assess understanding.</i>	STUDENT expected actions and possible responses <i>Describe exactly what you expect the students to do. Write the possible responses to prompts and questions.</i>		
What is meant by similar fractions? What steps did you follow while solving the equations? Can you fill the blanks with appropriate fractions through your understanding of the content? If we divided the numbers on its self, would it be possible to get number 1 always?	Action – students raising their hands seeking chances to answer. Response – I like the eager you have. But please just raise your hands without making noise. Action – Students answering in the board accurately. Response – Excellent job. Proceed.		