**Microteaching Lesson Plan**

Name: Yahya Hussain Jaffer / Mohammad Omar Date: 25/5/2016 Time: 1:20-1:40 Duration: 20 minute

Course: TC2MAT244 Topic: addition of similar fraction

 Aim: To make students able to add similar fraction .

Instructional objectives: At the end of this lesson, students will be able to add similar fraction

Pre-requisites: represent fraction by using pictorial image, addition of whole number, improper fraction, and mixed numbers.

Materials Used:

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| **Timing** | **Objective/Learning Outcomes** | **Resources** | **Teacher Activities** | **Learner Activities** | **Assessment** |
| 20 | At the end of this lesson, students will be able to add similar fraction | 1. Data show
2. White board
3. Pen to write on the board
4. Worksheet 1-A,1-B,2-A,2-B
5. Cubes
6. Colored pencils.
7. Piece of concrete objects that represent pieces of pizza.
 | 1. The teacher will present circles and squares that have some shaded parts and will ask the students to represent the fractions in a paper.
2. Then he will present fractions and will ask the students to represent it by drawing squares or circles and shading some parts of it.
3. The teacher will show a video that explains how to add fractions and then will discuss it with the students. (First, cut the apple into four equal parts. Second, the video will tell them that each piece represent a quarter. Third, he will take two quarters and represent the fraction of the two quarters then he will take another quarter and represent the fraction of it and then he will write the equation 2/4 + 1/4 =. (pause the video, we will write on the board two answers (3/4 and 3/8) then we will ask the students which is the right answer of the sum of these two fractions, we will take the students answers and then we will continue the video to show the students the right answer, and we will explain to them why this is the right answer).
4. The teacher will show the students a word problem (Japer ate 4/8 of the pizza and his sister Sara ate 2/8 of the pizza) what is the sum of what the two brothers have eaten? The teacher will ask for volunteers to represent the fraction on the smart board. Then he will ask the students what the answer, and he will choose one student randomly to answer.
5. In groups the teacher will distribute an activity paper for each group about how to add fractions by using pictorial images and concrete objects, the paper will contain instructions and problems on adding fractions. He will distribute the materials that each group will need to solve the problems. The teacher will monitor the students while they are working on the activity.
6. The teacher will solve on the board an addition abstract problem (1/9 + 5/9 = 6/9) he will the students that we have to add the n numerator only with keeping the denominator as it is. Then he distributes two cards for each student, one card contains a problem and another card contains answer to another problem. Then he will call the students randomly to read the problems they have and the students who has the answer card should answer him with raising his card.
 | 1. Students will get a piece of paper to write the fractions that shown on the board (individually).
2. Students will get a piece of paper to draw the fractions that shown on the board (individually).
3. The students will watch the video quietly and then they will have 10 seconds to answer the question.
4. Students will represent the fraction and then will the sum of the two fractions by counting the pieces of pizza and then will write the sum as a fraction (6/8).
5. Students will use their materials to solve the worksheet problems.
6. Students will read the question they have when their name is called, students who have the answer card should raise it.
 | Add the similar fractions. (teacher will use the smart notebook to make competition between the groups. He will show problems and each group should choose the correct answer, the group who answer correct will get a point. Who will collect the more point will be the winner).  |