

Day 11: Reduction to Common Denominator #2

Lesson Target:

- Compare Fractions that have different denominators
- Add and subtract fractions by using common denominator

Process	Activities/Expected Students' responses	Teacher's Support
Understand the Goal	Which Fraction is larger $\frac{2}{3}$ or $\frac{3}{5}$?	
Explore/ Investigate/Solve	<p>Review when do you have to use reduction to common denominators S: When there is no common denominators nor common numerators</p> <p>Review how to operate the reduction to Common Denominator</p> <ol style="list-style-type: none"> 1. Inform denominators 2. Find the least common multiple of 3 and 5 3. It is 15 4. How many times do you have to multiply? 5. $3 \times 5 = 15$, $5 \times 3 = 15$ 6. Multiply the same number on each numerator $2 \times 5 = 10$, $3 \times 3 = 9$ 7. Which fraction is bigger, $\frac{10}{15}$ or $\frac{9}{15}$? <p>Review the process together in class Which Fraction is bigger, $\frac{1}{5}$ or $\frac{3}{4}$?</p> <p>Practice by themselves Which fraction is bigger, $\frac{3}{4}$ or $\frac{3}{5}$?</p> <p>Share their solution with a partner</p> <p>Presentation in class</p>	<p>Post cards; Common Denominators Common Numerators</p> <p>Record the rules</p> <p>Record each process in the class chart</p>
Conclude	Journal Entry: Which fraction is bigger, $\frac{2}{5}$ or $\frac{5}{6}$?	

Assessment:

- **Solve** the problem step by step
- **Compare** fractions by using reduction to common denominators
- **Explain** each step accurately in the correct order
- **Record** the process step by step
- **Represent** the correct answer of journal entry with using steps