

Day 4: Add and Subtract Fractions with Same Denominators

- Students should be familiar with using equations to represent fractions.

| Process | Activities/Expected Students' responses | Teacher's Support |
|-------------------------------|--|--|
| Understand the Goal | Which fraction is bigger when their denominators are same? | |
| Explore/ Investigate/Solve | <p>Introduce/Model <i>Rock Paper Scissors Game</i></p> <ol style="list-style-type: none"> 1. Uncover one whole when you win Rock, Paper, Scissors 2. Record in equation in each turn. Ex) $5/5 - 1/5 = 4/5$, $4/5 - 1/5 = 3/5$ 3. When you uncover a whole, you win <p>Play <i>Rock Paper Scissors Game</i> with a partner</p> <p>Discuss</p> <p>T: When you add/subtract fractions, what part you are focusing, denominator or numerator? T: Can you order from least to largest? T: What happens to the numerator in the largest fraction? T: How about the denominators?</p> | <p>Prepare students' Fraction Kit 1 whole and $1/5$s.</p> <p>Facilitate/Support a conversation</p> <p>Record in the class chart</p> <ul style="list-style-type: none"> • $1/5 < 2/5 < 3/5$ • When Denominator is same, compare the fraction by numerator • |
| Conclude | Journal Entry: Which fraction is the smallest, $1/5$, $2/5$, $3/5$, $4/5$, or $5/5$? Can you order them from least to largest? What happens to the numerator in the largest fraction? | Encourage to check their fraction kit to ensure this rule is visually proved. |

Assessment:

- **Play** *Rock, Paper, Scissors* accurately. ex) exchange correctly
- **Order** common numeral fractions from small to large
- **Use** the comparison sings, such as $<$, $>$, and $=$.

Extension/Mastering Practice

- **Play** *Uncover Rock, Paper, Scissors* accurately with $1/6$ s, $1/8$ s, $1/9$ s, $1/10$ s and $1/12$ s.
- **Analyze** if the same rule would happen
- **Order** common numeral fractions from small to large
- **Use** the comparison sings, such as $<$, $>$, and $=$.