

Grade 4 Term 2, Week 6 LESSON PLAN

Name of Lesson	Number and Algebra				
Learning Area/s	Mathematics				
Designed by Teacher/s	Depedlibre				
Designed for which Grade Level and Section	Grade 4				
No. of Sessions	Session 1	Session 2	Session 3	Session 4	Session 5
References (books, websites, toolkits, etc.)	MATATAG Mathematics Curriculum Guide for Grade 4; DepEd LR Portal; Fraction Bars Manipulatives ; Math 4 Textbook (Quarter 2).	MATATAG Mathematics Curriculum Guide for Grade 4; Visual Models for Whole Numbers; DepEd TV Math Episodes.	MATATAG Mathematics Curriculum Guide for Grade 4; Illustrative Math Resource; Worksheets on Mixed Numbers.	MATATAG Mathematics Curriculum Guide for Grade 4; DepEd Teacher's Guide; Interactive Fraction Circles.	MATATAG Mathematics Curriculum Guide for Grade 4; Problem Solving Modules; Real-world context cards.
Declaration	Artificial Intelligence (AI) tools were used to assist in the preparation of this lesson plan, particularly in generating ideas,				

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of AI use	improving clarity of instructions, and organizing learning activities aligned with MATATAG competencies. All AI-assisted outputs were carefully reviewed, validated, and contextualized by the teacher to ensure accuracy, appropriateness, and alignment with DepEd standards.				
Intentions.	Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson - keep it clear and simple. Remember: Understanding your learners' evolving context and designing around it help ensure that your lessons connect with and are relevant to them.				
Learning Competency:	The learners should be able to add and subtract similar fractions and mixed numbers (proper fractions, mixed numbers, and whole numbers). Performance Standard: The learners are able to apply addition and subtraction of fractions in mathematical problems and real-life situations.				
Learning Objectives:	Add and subtract two proper similar fractions.	Add and subtract a whole number and a proper fraction; add and subtract a whole number and a mixed number.	Add and subtract a mixed number and a proper fraction with similar denominators.	Add and subtract two similar mixed numbers.	Solve routine and non-routine problems involving addition and subtraction of similar fractions and mixed numbers.
Learner Context:	Grade 4 learners are in the concrete operational stage. They have previously mastered identifying similar and dissimilar fractions. They enjoy hands-on activities with fraction bars and circles. Some learners struggle with regrouping in subtraction, so				

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	visual models are essential. Most respond well to gamified drills.				
Learning Experience.	A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.				
Pre-Lesson:	Review: "Identify Similar Fractions" drill using flashcards.	Review: Expressing whole numbers as fractions (e.g., $1 = 4/4$, $2 = 8/4$).	Drill: Identifying parts of a mixed number (Whole number vs Fraction).	Review: Adding and subtracting fractions from Session 1 and 3.	Mental Math: Addition and subtraction of simple similar fractions.
Flow:	Introduction: Show a pizza cut into 8 slices. If I eat 2 and you eat 1, how much did we eat? Instructional Procedure: Explain the rule: To add/subtract similar fractions, add/subtract the numerators and keep the	Introduction: "I have 2 whole cakes and give $1/4$ to a friend. How much is left?" Instructional Procedure: Show how to convert 1 whole into a fraction (e.g., $1 = 4/4$) to subtract. For addition, simply combine (	Introduction: Review adding $2/5 + 1/5$. Now, what if it was $1\frac{2}{5} + 1/5$? Instructional Procedure: Explain grouping: Add/subtract the whole number parts, then the fractional parts. Use visual models	Introduction: Problem: "Ana has $2\frac{1}{3}$ cups of rice, Ben has $1\frac{1}{3}$ cups. Total?" Instructional Procedure: Step-by-step addition of whole numbers ($2 + 1$) then fractions ($1/3 + 1/3$). Show subtraction	Introduction: Present a story about a "Barangay Clean-up" involving kilograms of trash collected. Instructional Procedure: Discuss Polya's 4-step rule: Understand, Plan, Solve, Look back. Apply to

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	same denominator. Activity: "Fraction Bingo" – Solve $\frac{2}{5} + \frac{1}{5}$ or $\frac{7}{10} - \frac{3}{10}$. Synthesis: Why don't we add the denominators? (Because the size of the parts hasn't changed).	$2 + \frac{1}{3} = 2\frac{1}{3}$). Activity: "The Baker's Problem" – Hands-on cutting of paper strips to represent whole numbers minus fractions. Synthesis: When adding a whole number and a fraction, we create a mixed number.	to show the combination. Activity: "Fraction Pairs" – Card matching game where learners match $2\frac{1}{4} + \frac{2}{4}$ with $2\frac{3}{4}$. Synthesis: What part do we add first, the whole number or the fraction?	using the same logic ($3\frac{2}{3} - 1\frac{1}{3}$). Activity: "Mixed Number Race" – Relay race solving mixed number equations on the board. Synthesis: How is this similar to adding proper fractions?	fraction problems. Activity: "Math Market" – Buying items with fractional weights and calculating total/change. Synthesis: When do we use addition vs. subtraction in word problems?
Learning Resources:	Fraction bars, whiteboard markers, Bingo cards.	Paper strips, scissors, illustrative charts.	Mixed number flashcards, visual fraction circles.	Task cards, board, chalk/marker.	Story problem charts, play money, weighing scale (visual).
Opportunities for integration:	Arts (drawing fractions), PE (grouping).	Home Economics (measuring ingredients).	Values Education (sharing portions).	Science (measuring plant growth in fractions).	Literacy (reading and interpreting word problems).

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Formative Assessment:	1. What is $\frac{3}{8} + \frac{2}{8}$? A. $\frac{5}{16}$ B. $\frac{5}{8}$ C. $\frac{1}{8}$ D. $\frac{6}{8}$	1. What is $5 + \frac{1}{4}$? A. $\frac{6}{4}$ B. $5\frac{1}{4}$ C. $4\frac{3}{4}$ D. $\frac{5}{4}$	1. Solve: $2\frac{1}{6} + \frac{3}{6}$. A. $2\frac{4}{12}$ B. $2\frac{4}{6}$ C. $\frac{5}{6}$ D. $2\frac{2}{6}$	1. $2\frac{1}{4} + 1\frac{2}{4}$ A. $3\frac{3}{8}$ B. $3\frac{3}{4}$ C. $1\frac{1}{4}$ D. $3\frac{1}{4}$	1. Maya used $1\frac{1}{4}$ kg of flour for cake and $\frac{3}{4}$ kg for cookies. Total flour? A. $1\frac{4}{4}$ or 2 kg B. $1\frac{2}{4}$ kg C. $\frac{4}{4}$ kg D. $2\frac{1}{4}$ kg
	2. Solve: $\frac{9}{12} - \frac{4}{12}$. A. $\frac{5}{12}$ B. $\frac{13}{12}$ C. $\frac{5}{0}$ D. $\frac{5}{24}$	2. Solve: $1 - \frac{2}{5}$. A. $\frac{3}{5}$ B. $1\frac{2}{5}$ C. $\frac{2}{5}$ D. $\frac{5}{5}$	2. What is $4\frac{5}{8} - \frac{3}{8}$? A. $4\frac{2}{8}$ B. $4\frac{8}{8}$ C. $1\frac{2}{8}$ D. $4\frac{1}{4}$	2. Solve: $5\frac{4}{5} - 2\frac{1}{5}$. A. $3\frac{3}{10}$ B. $7\frac{5}{5}$ C. $3\frac{3}{5}$ D. $3\frac{5}{5}$	2. A rope is $5\frac{1}{2}$ meters. 2 meters were cut. Length left? A. $7\frac{1}{2}$ m B. $3\frac{1}{2}$ m C. 3 m D. $2\frac{1}{2}$ m
	3. Find the sum of $\frac{1}{5}$ and $\frac{3}{5}$. A. $\frac{4}{10}$ B. $\frac{4}{25}$ C. $\frac{4}{5}$ D. $\frac{2}{5}$	3. $3 + 2\frac{1}{3} = \underline{\hspace{1cm}}$ A. $5\frac{1}{3}$ B. $6\frac{1}{3}$ C. $5\frac{2}{3}$ D. $1\frac{1}{3}$	3. Sum of $1\frac{2}{9}$ and $\frac{5}{9}$. A. $6\frac{2}{9}$ B. $1\frac{7}{18}$ C. $1\frac{7}{9}$ D. $1\frac{3}{9}$	3. Find the sum of $4\frac{2}{7}$ and $3\frac{3}{7}$. A. $7\frac{5}{14}$ B. $7\frac{5}{7}$ C. $1\frac{1}{7}$ D. $7\frac{6}{7}$	
	4. Subtract $\frac{2}{7}$ from $\frac{6}{7}$. A. $\frac{8}{7}$ B. $\frac{4}{14}$ C. $\frac{4}{7}$ D. $\frac{4}{0}$	4. Subtract: $4 - 1\frac{1}{2}$. A. $3\frac{1}{2}$ B. $2\frac{1}{2}$ C. $5\frac{1}{2}$ D. 2	4. Solve: $3\frac{7}{10} - \frac{4}{10}$. A. $3\frac{3}{10}$ B. $3\frac{11}{10}$ C. $3\frac{3}{0}$ D. $10\frac{3}{10}$	4. Subtract $1\frac{2}{9}$ from $4\frac{5}{9}$. A. $3\frac{3}{9}$ B. $5\frac{7}{9}$ C. $3\frac{7}{9}$ D. $3\frac{3}{0}$	3. Dino ran $\frac{2}{5}$ km in the morning and $\frac{1}{5}$ km in the afternoon. Total? A. $\frac{3}{10}$ km B. $\frac{1}{5}$ km C. $\frac{3}{5}$ km D. $\frac{4}{5}$ km
	5. $\frac{4}{9} + \frac{4}{9} = \underline{\hspace{1cm}}$ A. $\frac{0}{9}$ B. $\frac{8}{18}$ C. $\frac{1}{9}$ D. $\frac{8}{9}$	5. $10 + \frac{4}{10} = \underline{\hspace{1cm}}$ A. $\frac{14}{10}$ B. $10\frac{4}{10}$ C. $9\frac{6}{10}$ D. 10	5. $5\frac{1}{5} + \frac{3}{5} =$ A. $5\frac{4}{5}$ B. $\frac{8}{5}$ C. $5\frac{4}{10}$	5. $6\frac{3}{10} + 2\frac{4}{10}$ A. $8\frac{7}{10}$ B. $4\frac{1}{10}$ C. $8\frac{7}{20}$	4. A bucket has $4\frac{3}{4}$ liters of water.

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			D. $5 \frac{2}{5}$	D. $12 \frac{7}{10}$	$1 \frac{1}{4}$ liters were used. Remaining? A. $3 \frac{2}{4}$ liters B. $5 \frac{4}{4}$ liters C. $3 \frac{4}{4}$ liters D. $3 \frac{1}{4}$ liters 5. If you have 3 whole pizzas and eat $\frac{1}{2}$, how much is left? A. $3 \frac{1}{2}$ B. $2 \frac{1}{2}$ C. $1 \frac{1}{2}$ D. 2
Ways Forward.	Meaningful learning can also happen beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.				
Extended learning opportunities:	Draw a "Fraction Wall" in your notebook showing different proper fractions being added.	Find items at home that are sold in fractions (e.g., $\frac{1}{2}$ kg of sugar) and practice adding them to whole numbers.	Help parents in the kitchen by measuring ingredients using measuring cups (fractions).	Create 3 of your own addition and subtraction problems using mixed numbers.	Interview a family member about how they use fractions in their job (e.g., carpentry, cooking).
Reflections:	(To be filled out after the	(To be filled out after the	(To be filled out after the	(To be filled out after the	(To be filled out after the

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	lesson) Reflection Prompt: Did the learners visualize the addition of numerators clearly using the models?	lesson) Reflection Prompt: Was the conversion of a whole number to a fraction clear to the struggling learners?	lesson) Reflection Prompt: Did the learners remember to keep the whole number even when the fractional part was small?	lesson) Reflection Prompt: Which part of the mixed number operation caused the most confusion today?	lesson) Reflection Prompt: Were the learners able to identify the correct operation in the word problems?
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