**Teacher:** Teresa Pražáková, class 9

**Pupil:** Michal Čep, class 7. A

Math – topic 1: Addition and subtraction of rational numbers

! $\frac{3}{5}=\frac{numerator}{denominator} $!

1. Type example: $\frac{8}{10}+(-\frac{3}{50})$
2. Get rid of the bracket, in this case, getting rid of the two signs next to each other, but be careful we must be guided by the precepts!

!

!

$$- \* - = +$$

$$- \* + =-$$

$$+ \* - =-$$

$$+ \* + = +$$

$$=\frac{8}{10}-\frac{3}{50}$$

1. Transfer to the same denominator

$$=\frac{8 \*5}{10\*5}-\frac{3}{50}=\frac{40}{50}-\frac{3}{50}$$

+ When I multiply this denominator by the same number must multiply

 the numerator.

1. Compute a simple fraction! But if a fraction have a common factor, so would it still be divide. But again what is divided by the denominator by the same number and the numerator! This fraction, which have more break down it is called a "basic shape". ( $\frac{30:5}{20:5}=\frac{6:2}{4:2}=\frac{3}{2}$)

$$=\frac{40}{50}-\frac{3}{50}=\frac{37}{50}$$

Examples to calculate:

1. $\frac{3}{5}+\left(-\frac{1}{2}\right)=\frac{3}{5}-\frac{1}{2}=\frac{3\*2}{5\*2}-\frac{1\*5}{2\*5}=\frac{6-5}{10}=\frac{1}{10}$

Good!

1. $-\frac{11}{16}+\frac{4}{8}=-\frac{11}{16}+\frac{4\*2}{8\*2}=\frac{-11+8}{16}=-\frac{3}{16}$

Good!

1. $-\frac{5}{6}-\left(-\frac{1}{12}\right)=-\frac{5\*2}{6\*2}+\frac{1}{12}=\frac{-10+1}{12}=-\frac{9}{12}$

Good!

1. $\frac{8}{20}+\frac{30}{40}=\frac{8\*2}{20\*2}+\frac{30}{40}=\frac{16+30}{40}=\frac{46:2}{20:2}=\frac{23}{20}$

Good!

1. $\frac{15}{1}-\frac{8}{2}=\frac{15\*2}{1\*2}-\frac{8}{2}=\frac{30-8}{2}=\frac{22:2}{2:2}=\frac{11}{1}$

Good!

without errors: 1!

Math – topic 2: Simple equatitions

1. Designate such number x, so that:

How to calculate?

1. $-0,5-x=-2$

the whole equation needs to swap! It is something like 2 3=5, 5-3=2. But when we give something to the other side so must change the sign!

$$-0,5+2=?$$

$$-0,5+2=1,5$$

And then the result substituted into the equation. We can still try to test if that makes any sense.

$$zapsání rovnice-0,5-x=-2 x=1,5$$

$$ Zkouška: -0,5-1,5=-2$$

Examples to calculate:

1. $-0,7+x=-1 x=(-0,3)$

Good!

1. $2-x=1,5 x=0,5$

Good!

1. $x+\frac{1}{3}=-\frac{4}{3} x=-\frac{5}{3}$

Good!

Bez chyby: 1!

Homework:

1. $-\frac{4\*10}{2\*10}+\frac{9}{20}=-\frac{40}{20}+\frac{9}{20}=-\frac{31}{20}$

Good!

1. $-\frac{3}{14}-\frac{20\*2}{7\*2}=-\frac{3}{14}-\frac{40}{14}=-\frac{43}{14}$

Good!

1. $\frac{1}{8}-\left(-\frac{2}{16}\right)=\frac{1\*2}{8\*2}+\frac{2}{16}=\frac{2}{16}+\frac{2}{16}=\frac{4:2}{16:2}=\frac{2:2}{8:2}=\frac{1}{4}$

Good!

Good!

1. $x+0,5=1 x=0,5$
2. $-35-x=-50 x=15$

Good!

1. $-\frac{2}{8}+x=\frac{10}{8} x=\frac{12}{8}$

Good!

without errors: 1!

The views of "appreciation"

My opinion:

* Preparation = I did not enjoy preparing, but I was looking forward to teaching.
* Lesson = It was fun to try the role of a teacher, but I would never be a teacher. Still I would like to thank Michal for being a model student! ☺

The view from Michal:

* She taught me so well that I could handle this topic in my Math class later. Whenever I wanted to ask her something I could and she always answered me. I am very thankful that she had done this for me, even though she had a lot of her own work. So in overall, I'd assess her with 1.☺

Processed: Tereza Pražáková

 9. class