

| Mathematical Development Title: Subtraction | | Day: 1 | Class: Kindergarten | |
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| Learning Outcomes | Activity Plan/Methodology | Time:40 minutes | Assessment of Learning | Resources |
| <p>Upon the completion of this lesson, Students will be able to:</p> <p>subtract numbers up to 20 with number line</p> | <p>Recap:Students will be asked to reinforced numbers from 0 to 50 while reading them through ppt/ flashcards. Show the students counting song 1 to 50. https://youtu.be/JPdDbzwi5iQ</p> <p>We Are Learning to:Subtract numbers up to 20 with number line</p> <p>What I am looking for: How well you subtract numbers up to 20 with number line</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Tell students they will be learning about a number line, how to use it, and why it is a great tool for mathematicians. Students will be shown the number line and ask them today we will subtract with the help of number line. Ask the students when you subtract using a number line you need to remember not to count the number you start on.Remember to jump off and start counting BACKWARDS!Demonstrate how to draw a number line. Draw a line on the board with 21 regular markings along it. Write '0' under the first marking. Ask what number comes next and write 1 under the next mark. Continue asking for the next numbers to complete the number line from 0 to 20.Ask the students take a look at the subtraction problem $7 - 3 =$ The first thing you want to do when using a number line is find the <i>first number</i> in the problem.Which number is first, 3 or 7?7 is the first number in the problem.$7 - 3 =$Once you have found the first number, locate that number on the number line. Then look at the next number, the number is 3.If you are subtracting 7 and 3 , how many jumps back have to make? $7 - 3 =$ What number does the last jump end on?Look at where the arrow is pointing. That's correct! The last hop ends on the number 4. Seven is your answer.$7 - 3 = 4$. We need to jump back <i>three</i> times. Every time we jump back from one number to the next, it takes as one jump. Look at how the number line looks when we jump back from number to number:</p> <p>Guided practice: Draw a number line from 0–20 on the board or take the students outside in the playground. Use a set of items to demonstrate how to find one less by taking 1 away. For example, set out seven items, count them and then ask a student to take one away and explain that you now have one less and count to find</p> | <p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p> | <p>Students will be assessed on subtracting numbers up to 20 with number line</p> | <p>Flash cards/ppt</p> <p>Chalks</p> |

the new total. Show the students how to count back on the number line one space to find the number that is one less than 7. Write the question as a number sentence on the board $6 - 5 =$ and explain that the $-$ sign means take away, minus, or subtract. Ask the students to solve the subtraction problem by using the number line.

Focused Task:

Ask the students open book page no____ . Tell them look at the book page and see how they solve the questions on number line. Then give them worksheet and solve the subtraction sums by using number line. Give them a set amount of time to complete the task and monitor their progress.

Wrap up:

Show the different subtraction problem to students and ask them tell how to subtract on number line?

Reflection:

Book pages
no____

| Mathematical Development Title: Subtraction | | Day: 2 | Class: Kindergarten | | | |
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| Learning Outcomes | Activity Plan/Methodology | | Time:40 minutes | Assessment of Learning | Resources | |
| <p>Upon the completion of this lesson, Students will be able to:</p> <p>subtract numbers up to 20 with place value</p> | <p>Recap:Teacher will be drawn a number line on board and show some subtraction problem and ask the students tell the answer.</p> <p>We Are Learning to: Subtract numbers up to 20 with place value.</p> <p>What I am looking for: How well you subtract numbers up to 20 with place value.</p> <p>Gained skill: This will help to take away different things.</p> | | 5 mins | <p>Students will be assessed on</p> <p>subtracting numbers up to 20 with place value</p> | <p>Flash cards</p> | |
| | <p>Introduction:Inform the students today they will be learning about place value, or a number's position at first.Give students examples of numbers with the same digits in different places, for example, 13 and 31.Teach them that "place" means the position, or where the digits are. Tell the students in number 13 the value of 3 is once and value of 1 is tense and similarly in number 31 the value of 1 is ones and 3 is tense. Ask them today we are going to do subtraction by using place value. Ask them when we subtract the numbers first we subtract the ones number and write the answer under ones and then we subtract the tense number and write the answer under the tense. Write the question on board and tell them how to do subtraction by using place value.</p> $\begin{array}{r} T \quad O \\ 1 \quad 8 \\ - \quad 5 \end{array}$ | | 10 mins | | | |
| | <p>Guided practice: Teacher will provide the flashcards of T, O, numbers 1 to 20, and subtraction sign. Write the number statement on boards. Teacher will ask the students look at the board and make their own statement with the help of flashcards and write the answer. Help students if they need.</p> <p>Focused Task: Ask the students open book page no _____. Tell them look at the book page and see how they solve the sums by using place value. Ask them open their copies and solve the sums by using place value. Give them a set amount of time to complete the task and monitor their progress.</p> | | 20 mins | | | <p>flashcards</p> <p>book page no _____</p> |
| | <p>Wrap up: Show the different number to students and ask them tell the answer.</p> <p>Reflection :</p> <p>Homework: Do the book page no _____ 74.</p> | | 5 mins | | | |

| Mathematical Development Title: Subtraction | | Day: 3 | Class: Kindergarten | | |
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| Learning Outcomes | Activity Plan/Methodology | Time:40 minutes | Assessment of Learning | Resources | |
| <p>Upon the completion of this lesson, Students will be able to:</p> <p>Understand the concept of subtraction</p> | <p>Recap:Teacher willwrite questions on board and ask students for giving answer.</p> <p>We Are Learning to: Understand the concept of subtraction.</p> <p>What I am looking for: How well you Understand the concept of subtraction</p> <p>Gained skill: This will help to subtract different things.</p> <p>Introduction:</p> <p>Subtraction becomes easy to grasp for students with the use of practical examples like: 'I had 4 sandwiches, my friend took away 2'; 'I had 3 chocolates, I gave 1 to my sister' and so on. Students enjoy learning by 'doing' and 'discovering' facts on their own. These questions introduce subtraction in a practical manner. The students learn about the subtraction symbol (−) as well as the 'equal to' (=) sign and where to place them when the teacher writes the subtraction statements separately. Write the subtraction story on board. Sara has 3 bananas she ate 2 bananas. How much she has now. Ask the students read the subtraction story and the write the sum in your note book. Write more stories for more practice.</p> | 5 mins | <p>Students will be assessed on</p> <p>Understanding the concept of subtraction</p> | Flashcards | |
| | <p>Guided practice:</p> <p>Write subtraction sums on the cards, for example, $6 - 4 = \underline{\quad}$. Seat students in groups of four. Give each group some sticks in a bowl and some cards. Ask each students to place a card in front of them and read the numbers on the card. Ask students to place the correct number of sticks under each number on the flash card. Let them count the sticks and then take away according to number. Count the sticks again and write the answer.</p> | 10 mins | | flashcards | |
| | <p>Focused Task:</p> <p>Ask the students open book page no____75. Read the subtraction stories and solve the sums. Give them a set amount of time to complete the task and monitor their progress.</p> | 20 mins | | | Book page no_____ |
| | <p>Wrap up:</p> <p>Students will do more practice of subtraction sums on board.</p> <p>Reflection :</p> | 5 mins | | | |

| Mathematical Development Title: Subtraction Day: 4 Class: Kindergarten | | | | |
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| Learning Outcomes | Activity Plan/Methodology | Time:40 minutes | Assessment of Learning | Resources |
| <p>Upon the completion of this lesson, Students will be able to:</p> <p>Understand the concept of subtraction</p> | <p>Recap:Teacher willwrite questions on board and ask students for giving answer.</p> <p>We Are Learning to: Understand the concept of subtraction.</p> <p>What I am looking for: How well you Understand the concept of subtraction</p> <p>Gained skill: This will help to subtract different things.</p> <p>Introduction: Let one student play the role of a fruit vendor having four fruit baskets. Let each basket contain fruits like oranges, bananas, guavas, mangoes, etc.5 each. All the other students visit the shop to buy fruit. One of the students' posing as a customer buys 1 orange. The shopkeeper gives him/her 1 orange and counts the number of fruit left in the basket. He/she counts and says, "5, take away 1, leaves 4." The teacher writes '$5 - 1 = 4$' introducing the sign of subtraction and equality. Another student buys 2 mangoes and the shopkeeper says, "I have 3 mangoes left," and the teacher writes on the board: $5 - 2 = 3$. Repeat the activity with other numbers.</p> <p>Guided practice: Prepare some subtraction sums on ice cream sticks (refer to the picture) and demonstrate the activity. Pick up one ice cream stick and read the sum written on it (e.g. $6 - 3 =$). Next, place six counters on the table, then take away three counters. Now, ask 'how many counters are left?' Let the students count with you. Distribute the ice cream sticks and counters among the groups and let them perform the same activity.</p> <p>$6 - 3 =$</p> <p>Focused Task: Ask the students open book page no____76 and read the subtraction stories and solve the sums. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up: Students will do more practice of subtraction sums on board.</p> <p>Reflection:</p> <p>Homework: Solve the subtraction stories sums</p> | <p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p> | <p>Students will be assessed on</p> <p>Understanding the concept of subtraction</p> | <p>Flashcards</p> <p>flashcards</p> <p>Book page no____</p> <p>Worksheet</p> |

| Mathematical Development Title: Subtraction | | Day: 5 | Class: Kindergarten | |
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| Learning Outcomes | Activity Plan/Methodology | Time:40 minutes | Assessment of Learning | Resources |
| <p>Upon the completion of this lesson, Students will be able to:</p> <p>Understand the concept of subtraction</p> | <p>Recap:Teacher will write questions on board and ask students for giving answer.</p> <p>We Are Learning to: Understand the concept of subtraction.</p> <p>What I am looking for: How well you Understand the concept of subtraction</p> <p>Gained skill: This will help to subtract different things.</p> <p>Introduction:Ask the students whether they would like to come to the front of the class as volunteers. Begin with a small group, only four students or less, so that students can practice with easier sums before moving on to the harder ones. Hand a balloon to each student and ask them to stand together. Ask the rest of the class to count the total number of balloons. Then ask two of the students to move to one side. Now ask the class to count how many balloons are left in the hands of the students who are still in the front. Continue in this manner by adding more balloons. Students should also be changed so that everyone has a chance to volunteer and take part in the activity. Draw the 8 balloons on board and write the statement $8 - 4 = \underline{\quad}$. Ask the students how will solve the question. Tell the students count the balloons cross out 4 balloons and write the answer</p> <p>Guided practice: Take students to the school playground, write numbers from 1 to 20 with chalk (clearly visible) on the floor in a jumbled form. Keep a score board. Divide students into two groups and call one student from each group at a time. Call a number and tell the student to jump on the number which is 1 less than the called out number. For example, call out 6 and ask one of the students to jump on a number which is 1 less than 6. If he/she jumps correctly give a smiley to the group on the score board. Now call a student from the other group. Repeat the process with all other students in both the groups. The group getting more smileys will be the winner.</p> <p>Focused Task:Ask the students open book page no____. Read the sums and solve them. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up:Students will do more practice of subtraction sums on board.</p> <p>Reflection :</p> <p>Homework: Do subtraction worksheet. Cross out the objects and write the answer.</p> | <p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p> | <p>Students will be assessed on</p> <p>Understanding the concept of subtraction</p> | <p>Flashcards</p> <p>Chalks</p> <p>Book page no_____</p> <p>Worksheet</p> |