

Mathematical Development		Week: 36	Topic: Subtraction	Day: 1	Class: Nursery	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Represent subtraction using objects and drawings	Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through flashcards. We Are Learning to: Represent subtraction using objects and drawings. What I am looking for: How well you represent subtraction using objects and drawings. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Gather the class together for the start of the lesson. Introduce the word "subtraction" and define it as "when you take away from a number and get a smaller number". Tell them the subtraction sign (-). Start the lesson by saying a subtraction equation as a story problem using objects. For example, "I picked three flowers from my garden, then I gave two of them to a friend. How many flowers do I have left? Allow students to turn and talk to discuss how many flowers they think you have left prior to modeling how to solve the problem. Tell students a relatable problem. For example, "Ayesha loves to share. She has a collection of 10 animal erasers. She gave five of them with to her friend Saima. How many erasers does she have left?" Instruct students to turn and talk to share their ideas with a partner. Now hold 5 pencils in your hand ask them count how many pencils are in my hand. When they tell takeout two pencils and put them on table. Ask them I takeaway two pencils now count how many they are? Use the words takeaway and left. Reinforce the concept by showing them different things. Show the subtraction song. https://youtu.be/FdUqmyvg2x4 Focused task: Bowling is a favourite activity, and super simple to pull together for your classroom. Grab a play bowling set, or set up plastic cups or water bottles. Then bring a ball and bowl. Have your students note how many 'pins' are standing up before each roll. Then count how many they knock over, and solve to determine how many are still standing. This helps students visualize subtraction. And they'll have a blast bowling in class! Ask students to open book pgs. no 83 & 84. Ask them what is in the picture. Ask them what mouse are doing and count the mouse. Ask them 7 mice are playing and what happened then? 2 mice caught in the trap. Now tell them again count the mice on pg. no. 84. Ask them how many mice left? Now ask them open book pg, no 85. Read the problem there were 2 pastries in the plate. Ali ate 1. How many left. Help them to solve the problem. Help them to solve the both problem. Wrap up: Students will be asked to count pencils / colours and after taking away ask them how many left at the end of the lesson. Reflection :			5 mins	Students will be assessed on Representing subtraction using objects and drawings	Flashcards Plastic cups or water bottles, ball Book pg. no 83, 84, 85
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 36	Topic: Subtraction	Day: 2	Class: Nursery											
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources										
Upon the completion of this lesson, Students will be able to: Represent subtraction using objects and drawings	Recap: Students will be asked to reinforce the concept of subtraction through concrete objects like counters, pencils, blocks.			5 mins	Students will be assessed on Representing subtraction using objects and drawings	Flashcards										
	We Are Learning to: Represent subtraction using objects and drawings.															
	What I am looking for: How well you represent subtraction using objects and drawings.															
	Gained skill: It helps us to enhance our counting, cognitive and visual skills.															
	Introduction: Pull out five pieces of cereal from your bag and put them on the table. Ask students, "How many do I have?" After they answer, eat two of the pieces of cereal. Ask "Now how many do I have?" Discuss that if you start with five pieces and then take away two, you have three pieces left over. Repeat this with the students several times. Have them take out three pieces of cereal from their bags, eat one and tell you how many are left over. Say "6 pieces, take away 2 pieces, is 4 left over." Write $6 - 2 = 4$ and ask the students to write it as well. Say "8 pieces, take away 1 piece, is 7 left over." Write $8 - 1 = 7$ and ask the students to write it. Say "3 pieces, take away 2 pieces, is 1 left over." Write $3 - 2 = 1$ and ask the students to write it. Ask them to experiment with different types of counting, such as with their fingers or even with each other.			5 mins												
	Focused task: https://youtu.be/GdXClek-05I					Ten frame cards, playdough										
	Play dough is a great tool to have in your classroom. In this fun activity, create ten frames using tape on each student's desk. Then dole out your play dough. Students can create 10 play dough balls, filling in their ten frame. Then share subtraction equations, and ask them to SMASH the balls as they subtract them. Your students will love working with the play dough, getting silly as they smash. Then they can roll out new balls and start again, learning all the while.			25 mins		<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>										
	Ask students to open book pg. no 86 & 87. Ask them tell the name of picture. Read the statement and help them to solve the questions. As the students are doing work walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this. Roam around in the class and help students to complete the task.					Book pg. no 86 & 87										
	Wrap up: Students will be asked to count pencils / colours and after taking away ask them how many left at the end of the lesson.			5 mins												
	Reflection :					Book pg. no 88										
	Homework: Do the book pg. no 88.															

Mathematical Development		Week: 36	Topic: Subtraction	Day: 3	Class: Nursery	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Represent subtraction using objects and drawings	Recap: Students will be asked to reinforce the concept of subtraction through concrete objects like counters, pencils, blocks. We Are Learning to: Represent subtraction using objects and drawings. What I am looking for: How well you represent subtraction using objects and drawings. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Our lesson for today is still about Subtraction again, subtraction means taking away a number and its answer tells us how much is left after we take away a part of it. "In subtraction, we are using this "-" sign. It is the symbol of subtraction. Choose blocks, pencils, stickers, or anything else you have around the classroom to create your word problems. Write them up on the board, then act them out. If Amber has 8 stickers and Hassan asks for 3, how many will Amber have left? Distribute the stickers and discover the answer together! Now, let's try the following: $10 - 3 = 7$. To solve this, we can list down numbers from 1-10. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. After that we will move backward 3 times. The answer will be number 7. Show the subtraction song. https://youtu.be/D7Ng9jhGSME Focused task: Get the students moving while practicing subtraction with this fun game! Print out some numbers and place them on the floor. Then tape off your large number line. Have each student choose an equation card, and invite them to act it out on their new, human-sized number line. They can hop, skip or jump their way to the correct answer before passing the cards on the next learner. Ask students to open book pg. no 89 & 90. Ask them tell the name of picture. Read the statement and help them to solve the questions. Ask them there are 5 ants I go back to home how many are left. After their reply tell them I climbed on tree. How many are left and so on As the students are doing work walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this. Roam around in the class and help students to complete the task. Wrap up: Students will be asked to count pencils / colours and after taking away ask them how many left at the end of the lesson. Reflection :			5 mins	Students will be assessed on Representing subtraction using objects and drawings	Flashcards
				5 mins		
				25 mins		Number cards,
				5 mins		Book pg. no 89 & 90

Mathematical Development		Week: 36	Topic: Subtraction	Day: 4	Class: Nursery		
Learning Outcomes	Activity Plan/Methodology				Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Represent subtraction using objects and drawings	Recap: Students will be asked to reinforce the concept of subtraction through concrete objects like counters, pencils, blocks. We Are Learning to: Represent subtraction using objects and drawings. What I am looking for: How well you represent subtraction using objects and drawings. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction:				5 mins	Students will be assessed on Representing subtraction using objects and drawings	Flashcards Equation cards, Book pg. no 91
	Ask students sit on the edge of the carpet and laid down a mat to act as out bed. Then chose 5 students to stand on the mat. Ask students today we sang the song and the students acted it out by jumping on the "bed" like monkeys. At "one fell off and bumped his head" the students hopped off the "bed" and just lightly tapped their head with their hands. Then they went and sat back in their original carpet spot or chair. Write a subtraction sentence on the whiteboard each time a monkey "fell off the bed". They loved this activity and begged to do it again the next day! Now write the word problem. There are 6 fish swimming. 2 of the fish swim away. How many fish are left? $6 - 2 = 4$. What will be the answer? (The teacher will call a student) "Very good! The answer will be 4. 4 fishes are left".				5 mins		
	Focused task: Have your class sit in a circle on the floor and invite a student to stand behind one of their classmates. Then provide a subtraction equation for these two students to solve (flashcards work great for this game). The first student to answer wins that round, and then travels to the next student in the circle. Ask students to open book pg. no 91. Ask them tell the name of pictures. Read the equation and help them to solve the questions. Ask them to count the objects and take away 1 object. And then recount and tell how many left. As the students are doing work walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this. Roam around in the class and help students to complete the task.				25 mins		
	Wrap up: Students will be asked to count pencils / colours and after taking away ask them how many left at the end of the lesson. Reflection :				5 mins		

Mathematical Development		Week: 36	Topic: Subtraction	Day: 5	Class: Nursery	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Represent subtraction using objects and drawings	Recap: Students will be asked to reinforce the concept of subtraction through concrete objects like counters, pencils, blocks. We Are Learning to: Represent subtraction using objects and drawings. What I am looking for: How well you represent subtraction using objects and drawings. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Introduce subtraction on a number line is to have students begin with a whole number and then count backward from that number by the desired amount. For example, if you want students to find the answer to the subtraction problem $9 - 3$, you could have them begin with the number 9 on the number line and then count back 3 units. This would take them to the number 6, which is also the answer to the problem $9 - 3$. Place the toy on the number line. Explain that the toy is on number 4. If it were to jump 3 numbers backwards, ask at what number will it land on? Repeat this activity by standing the students on different numbers on number line and ask them jump back on the number. Repeat this for the following equations: $7 - 4 = 3$ Focused task: Put the numbers, minus, equal sign flash cards and blocks on the table. Ask the student pick two number flash card one bigger and other smaller. Now ask them put minus symbol between two numbers and equal in front of smaller number. Now ask the student count the blocks of bigger number and put in front of it. Tell them look at the smaller number and takeout the blocks. Count the blocks again how many left? Ask students to open book pg. no 92. Tell them the statement that Ali is hungry and he likes to eat fruits. Ask them the names of fruits how many he has eaten and how many left. Help the students to solve the questions. As the students are doing work walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this. Roam around in the class and help students to complete the task. Wrap up: Students will be asked to count pencils / colours and after taking away ask them how many left at the end of the lesson. Reflection : Homework: Do the book pg. no 93 & 94.			5 mins	Students will be assessed on Representing subtraction using objects and drawings	Flashcards Number flashcards, signs flashcards Book pg. no 92 Book pg. no 93 & 94
				5 mins		
				25 mins		
				5 mins		