

Mathematical Development		Week: 30	Topic: Subtraction	Day: 1	Class: Kindergarten	
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 through Number line	Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through flashcards. We Are Learning to: Represent subtraction through Number line. What I am looking for: How well you represent subtraction through Number line. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Begin the lesson by reviewing the concept of subtraction. Tell students 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. Display a number line poster and explain to students that they will be using number lines to help them solve subtraction problems. Show an example of a subtraction problem on the board, such as $20 - 13$, and ask students if they know how to solve it. Explain that they can use the number line to help them find the difference between the two numbers. Demonstrate to the students how to use a number line to solve a subtraction problem. Begin with the same example as before, $20 - 13$. Show how to start at 20 on the number line and count back 13 spaces to find the difference, which is 7. Write the subtraction sentence $20 - 13 = 7$ on the board. Provide additional examples and have students practice using number lines to solve subtraction problems. Show the subtraction song. https://youtu.be/FdUqmyvg2x4 Focused task: Ask the students to stand in a big circle. Make a number line on the floor. Place the toy on the number line. Explain that the toy is on number 14. If it were to jump 5 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: $15 - 3 =$ $18 - 10 =$ Ask students to open book pgs. no 65 & 66. Ask them what is in the picture. Draw a number line (0 to 20) on board. Ask students to count backward numbers to make different subtraction. Use pencils to count. Tell students that '0' represents nothing but when it comes in "20" it has its value. Read the problem from page and look how to solve the subtraction problem with the help of number line. 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 through Number line	Flashcards Chalks, board Book pg. no 65, 66
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 30	Topic: Subtraction	Day: 2	Class: Kindergarten	
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: Ask your students what it means to subtract. What do they know about subtraction? Invite them to give examples of when they use subtraction in their daily lives. Ask the students to sit in a circle. Tell story sums by using different toys. For example: Ali has three cars and he gives one car to his little sister. How many cars does he have now? Reinforce the idea by saying that Ali had three cars before but now he has 1 car fewer. 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? Give each student 20 counters. Instruct the students to put the twenty counters in a row in front of them. Then tell them short story problems for which they will use the counters to solve the problem. Use the words takeaway and left. Reinforce the concept by showing them different things. Tell your class they are going to be learning a lot more about subtraction. https://youtu.be/GdXClek-05I Focused task: Play dough is a great tool to have in your classroom. In this fun activity, students will smash the playdough. Then dole out your play dough. Students can create 20 play dough balls. 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. Ask students to open book pg. no 67. Ask them today we will do vertical subtraction. Draw columns of 'tens' and 'ones' on board. Help students to write place values accordingly and subtract the numbers. Ask students don't write 'ones' below 'tens'. 'Ones' comes below 'ones' and 'tens' comes below 'tens'. 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 worksheet.			5 mins	Students will be assessed on Representing subtraction using objects and drawings	Flashcards
				5 mins		
				25 mins		playdough
				5 mins		Book pg. no 67
						Worksheet



Student Name: _____ Date: _____

Subtract and write the answer:



Mathematical Development		Week: 30	Topic: Subtraction	Day: 3	Class: Kindergarten	
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 1-20. 1, 2, 3, 4, 5, 6, 7, 8, 9, etc. 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 68. Ask them tell the name of picture. Match each pair of number gloves that make number '16' after subtraction. Use match sticks to make number 16. Use board for different questions or table for joining match sticks. 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 68

Mathematical Development		Week: 30	Topic: Subtraction	Day: 4	Class: Kindergarten		
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: 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 16 fish swimming. 2 of the fish swim away. How many fish are left? "$16 - 2 = 14$". What will be the answer? (The teacher will call a student) "Very good! The answer will be 4. 4 fishes are left". 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 69 & 70. Ask them tell the name of pictures. Tell them in the picture mouse has 17 cheese pieces. Ask them count the pieces. Tell them he eats 5 pieces. Ask them how to subtract cheese pieces? Ask them we can find the subtraction of object by subtracting $17 - 5$ that make 12. 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 sums given in copy.				5 mins	Students will be assessed on Representing subtraction using objects and drawings Equation cards, Book pg. no 69 & 70 Copy work	Flashcards
					5 mins		
					25 mins		
					5 mins		

Mathematical Development		Week: 30	Topic: Subtraction	Day: 5	Class: Kindergarten		
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. 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: Display a subtraction word problem card, such as "Farmer has 12 pineapples to sell at the market. 3 pineapples sell. How many pineapples are left? $12 - 3 = \underline{\quad}$" Ask students if they know what a subtraction word problem is. Explain that a subtraction word problem is a story problem where something is taken away or removed. Explain that we can use manipulatives and number sentences to solve subtraction word problems. Write subtraction problems such as $9 - 8 = \underline{\quad}$ and $19 - 7 = \underline{\quad}$. Show that the bigger number is above the smaller number. Finish the problems. Write a subtraction problem such as $15 - 6 = \underline{\quad}$. Show that the 5 has "ten more on the left to give you all of 15." That makes the top number bigger so you can subtract. Finish the problem. Focused task: Bowling is a favourite activity, and super simple to pull together for your classroom. Provide a play bowling set, or set up plastic cups or paper towel rolls. 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 pg. no 71. Tell them Bilal has 16 pairs of shoes. Bilal gives 2 pairs of shoes to his friend. $16 - 2 = \underline{\quad}$ Pairs. Now he has pairs of shoes. 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 72.				5 mins	Students will be assessed on Representing subtraction using objects and drawings	Flashcards
					5 mins		
					25 mins		Plastic cups, paper towel roll, ball
					5 mins		Book pg. no 71 Book pg. no 72