

Mathematical Development			Week: 31	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 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: Ask students today we will roll play on a word problem. Read the problem In a farm house there is an apple tree having 17 apples. In a farm there are different animals and eating apples. Chose 17 students, each holding a paper apple, will stand in the front of the class. Next assign seven students to be animals: horse, cow, donkey, goat, sheep, goose and hen. Each time an animal takes an apple ask the students to count the remaining apples. Now go through the word problem a third time and call on a student to write the number sentence that represents what you have read. For example, 17 apples are on the tree and the horse takes one away. Now there are 16 apples remaining. The student should write $17 - 1 = 16$. Continue this activity with all animals and write the equations one by one on board. Draw 15 birdies in the tree! Erase the 3 birds and ask how many birds the students needed to remove each time and then I wrote the problem on the board for them to see. They did very well with the hands-on and then seeing how that connected to what I wrote on the board. Show the subtraction song: https://youtu.be/FdUqmyvg2xt Focused task: Have the students put 20 counters in the egg carton so that there is one counter in each spot. Then roll a dice and have the students take out that many and put them in the lid side of the carton. Then write the equation and have them read it back to you. Or, have them each write the equation themselves, and then touch the numbers while reading it back. Ask students to open book pg. no 73. Ask them about the picture. Tell them there are different word stories. Help them to read the problems. Help students to count and subtract numbers correctly. As the students are doing work walk around, monitor and offers lot of encouragement. 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	Flashcards
					5 mins	Representing subtraction using objects and drawings	Egg carton, counters, dice
					25 mins		Book pg. no 73
					5 mins		

Mathematical Development		Week: 31	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: Prior to this lesson, students would have learned how to compose numbers. They would've had experience drawing pictures to show how they do this skill. Share word problems: I had 14 stickers and wanted to share 3 sticker with my friend. How can I figure out how many stickers I have left? Ask for ideas. Ask them this sounds similar to combining numbers, but instead we are doing the opposite. We are taking away and our number is getting smaller. Let's draw 14 circles to represent stickers and erase 3 sticker. How many are left? $14 - 3 = \underline{\quad}$. Let's try another one: I caught 15 frogs. 4 frogs hopped away. How many frogs are left? Let's draw a picture to help us figure this problem out. Let's draw 15 circles to represent frogs and then erase 4 of the circles to find how many frogs are left. $15 - 4 = \underline{\quad}$. Ask them we can even use small counters to check our work as we go. Let's use the small counters to help us in our next few word problem. https://youtu.be/CdXClek-05I Focused task: 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 student 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. Ask students to open book pg. no 74. Ask them about the pictures. Ask students about their birth dates before this activity. Tell them that the objects used in this activity are used for birthday parties. Ask them count the objects. Cross out the number of objects you need to subtract. Write how many do you have left? 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	Flashcards
				25 mins	Representing subtraction using objects and drawings	Popsicles sticks, equation cards
				5 mins		Book pg. no 74
						Worksheet



Student Name: _____ Date: _____

Count the pictures and subtract:



$$7 - 2 = \square$$



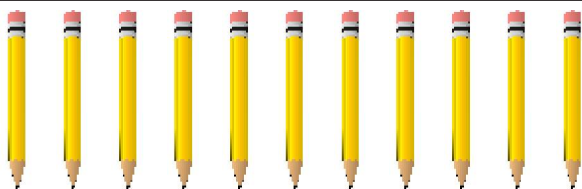
$$12 - 8 = \square$$



$$16 - 4 = \square$$



$$10 - 1 = \square$$



$$11 - 9 = \square$$



$$14 - 4 = \square$$



$$8 - 7 = \square$$

Mathematical Development	Week: 3I	Topic: Subtraction	Day: 3	Class: Kindergarten
Learning Outcomes	Activity Plan/Methodology			Assessment of Learning
Upon the completion of this lesson, Students will be able to:	Recap: Students will be asked to reinforce the concept of subtraction through concrete objects like counters. 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: This easy prep subtraction activity can be played with a partner. One student will act as the "storyteller," and the other will solve the problem. They will need teddy bear counters, a number bond work mat, and a dry erase marker. The students will count to determine how many bears there are and write that number in the correct space on the number bond. Next, the "storyteller" will announce how many bears walked into the cave and remove those bears from the table. The "problem solver" will use this information to complete the number bond and subtract to determine how many bears are left. They will use the vocabulary and skills taught in order to carry out the lesson. Students will be able to answer how they solved their problem. Students will share story problems and come to the board to share thoughts and ideas with peers. Students will explain how they got their answers and ways of solving the problem. https://youtu.be/D7Ng9jhGSME Focused task: Prepare some subtraction sums on ice cream sticks 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. $6 - 3 = \underline{\quad}$. Ask students to open book pg. no 75. Ask them tell the name of pictures. Read the word problem with the students. Tayyaba found 10 flowers in garden. She plucked three flowers to decorate her basket. How many flowers she left in the garden? Ask them to count and subtract according to the number statement. Read the other statement and solve the problem. 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.	Time: 40 minutes	Students will be assessed on Representing subtraction using objects and drawings	Resources Flashcards
Represent subtraction using objects and drawings	Reflection.			Ice cream sticks having statement
	Book pg. no 75			5 mins

Mathematical Development		Week: 31	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. 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: 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 equal. 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. Focused task: Provide a deck of cards, for a game on each table! Ask your students grab a friend and play a competitive subtraction game. Each player flips over two cards, then quickly subtracts the numbers (being sure to subtract the smaller number from the larger). Ask everyone flip the card and give the answer quickly. Ask students to open book pg. no 76. Ask them tell the name of pictures. Ask them tell the name of pictures. Read the word problem with the students. Ahmed had 18 candies. He gave 4 candies to her little sister. How many candies did Ahmed have left? Help students to count and subtract numbers correctly. Read the other statement and solve the problem. 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 on copy.			5 mins	Students will be assessed on	Flashcards	
				5 mins	Representing subtraction using objects and drawings	Equation cards,	
				25 mins		Book pg. no 76	
				5 mins		Copy work	

Mathematical Development		Week: 31	Topic: Subtraction	Day: 5	Class: Kindergarten		
Learning Outcomes	Activity Plan/Methodology				Time: 40 minutes	Assessment of Learning	
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: Inform the students today they will be learning about place value, or a number's position at first and do the vertical subtraction. 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.				5 mins	Students will be assessed on	Flashcards
	T O 8 - 5 _____ Focused task: Give each student a whiteboard, dry erase marker, and 2 dice. They will roll both dice to determine how many circles should be drawn on the whiteboard. Next, they will roll one die to determine how many circles should be subtracted from the model. The student will then demonstrate removing objects by crossing out the same number of circles as shown on the die. They will count to find the difference and write the answer on the whiteboard. Ask students to open book pg. no 77. Tell them Complete the following. Draw a column of 'tens' and 'ones' on the board. Ask students place value of numbers and to write the correct answer. 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 sums given on copy.				25 mins	Representing subtraction using objects and drawings	White board, dice, marker
					5 mins		Book pg. no 77
					5 mins		Copy work