

Math Lesson: Subtraction Strategies

Date: October 8, 2021

Grade: 1st	Subject: Math
Materials: Math Manipulatives, Subtraction Bingo Cards, Bingo Spots	Technology Needed: Projector
Instructional Strategies: € Direct instruction € Peer teaching/collaboration/ cooperative learning € Guided practice € Socratic Seminar € Visuals/Graphic organizers € Learning Centers € PBL € Lecture € Discussion/Debate € Technology integration € Modeling € Other (list)	Guided Practices and Concrete Application: € Large group activity € Hands-on € Independent activity € Technology integration € Pairing/collaboration € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list) Explain:
Standard(s) ● MAT-01.OA.06 Use strategies to add and subtract within 20. Fluently add and subtract within 10.	Differentiation Below Proficiency: Students are able to subtract 2 and 3 within 10 with help. Above Proficiency: Students are able to subtract 3 and 4 within 10 fluently. Approaching/Emerging Proficiency: Students are able to subtract any number within 20 fluently. Modalities/Learning Preferences: <ul style="list-style-type: none"> ● Visual: Anchor Chart and PowerPoint ● Auditory: Oral Instruction ● Kinesthetic: Allowing them to come up to the board and do an example. ● Tactile : Playing Subtraction Bingo
Objective(s) By the end of the lesson, students will be able to select a strategy that works for them to solve the subtraction problem Bloom’s Taxonomy Cognitive Level: Knowledge	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Cougar Code Be respectful. Be responsible. Be kind. Be safe.
Classroom Management- (grouping(s), movement/transitions, etc.) Countdowns: 5, 4, 3, 2, and 1. Okay now you are quiet with your hands in your lap ready to listen to the teacher Movement/Transitions: To carpet: Boys and girls, please come take your spot at the carpet, and sit criss cross applesauce with your hands in your lap From carpet: You may walk very quietly over to the bookshelf and find a book and then I want you to go back to your table and silently read and see if your book has any dialogue in it. When I say “Hocus Pocus” they say “Time to Focus!”	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Cougar Code Be respectful. Be responsible. Be kind. Be safe.
Minutes	Procedures
1	Set-up/Prep: Have math manipulatives and a dry erase marker ready. Have the Powerpoint ready to be presented on the screen.
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Friends, we are going to over our math expectations before we get started. I know you know them already but sometimes it’s a good idea to review them so they are fresh in our brains. First expectation is that when I say “Hocus Pocus” you guys say “Time to Focus” and are ready to get back to work in our lesson. The second expectation is that we are at a voice level zero while the teacher is talking, and a voice level one when we are called upon. Third expectation is that our eyes are always on the marker board or on the teacher. Fourth expectation is focused attention, and of course our last expectation is that we are going to stay sitting on our bumper because we don’t lay down at the carpet.

Math Lesson: Subtraction Strategies

Date: October 8, 2021

	<p>The first thing I want to know for math today is whether you guys like subtraction or addition better. If you like subtraction better, I want you to raise your hand.</p> <p>Okay, hands down!</p> <p>Now, if you like addition better, I want you to raise your hands.</p> <p>Ok friends who have their hands up can put them down.</p> <p>If you said that you like addition better, I want to know why. If you know why you like addition better, I want you to raise your hand.</p> <p>-Call on student and respond to answer-</p> <p>Some of you might not like subtraction because it's a little bit harder than addition, and that's okay! Raise your hand if you think it's a little bit harder.</p> <p>-hands go up-</p> <p>Ok, hands down!</p> <p>Today I'm going to teach you some strategies to help you maybe make subtraction a little bit easier.</p>
8	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>On these anchor charts in front of us, I have a whole bunch of different strategies for us to use to make subtraction easier. We're going to go over all of them.</p> <p>The first one we have is drawing a picture! There is a picture and equation here and we are going to cross out the amount of circles we are subtracting! Then we are going to count how many we have left to get our answer.</p> <p>Our second strategy we have is counting on a number line! So we have a number line and our equation here. We are going to start at the first number in the equation and count backward on the number line how many we are supposed to subtract. When we move back that many times, we'll get to our answer!</p> <p>The next strategy we have to help us with subtraction is to find the missing part. So in this box, you will write the big number in the equation on top, and the little number in one of the smaller boxes. Then you will think to yourself, this little number plus what other little number equals this big number! You'll fill in the other little box and then that is your answer to the equation.</p> <p>Our next strategy we have is to use a ten frame! When we have a ten frame, we are able to put dots in the ten frame for our big number in our equation and then we can take away the dots for our little number. Our dots that are left represent our answer!</p> <p>Our next strategy is to count backwards on our hands! If our big number is nine, then we'll hold up nine fingers and count back the number we are subtracting. So if we are subtracting 3, we will put down three fingers and count the six fingers we have left!</p> <p>Our final strategy is to use objects. So I'm going to use our foam squares. I have 15 foam squares up here and I'm going to subtract 3. 1, 2, 3. Now I'm going to count how many I have left. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. And there I have my answer! $15-3=12$</p> <p>We're going to hang this anchor chart up somewhere in our classroom so that you guys can look at it whenever you need help thinking of strategies to help you subtract.</p>
20	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Now we are going to do some more examples!</p> <p>We are going to do 2 more drawing a picture examples, then I'm going to pick one girl to come up and do a draw a picture example</p> <p>We are going to do 2 more count on a number line examples, then I'm going to pick one boy to come up and do a count on a number line example.</p> <p>Now we are going to do a find the missing part example, and then I'm going to have another girl come up and do an example.</p>

Math Lesson: Subtraction Strategies

Date: October 8, 2021

	<p>We are going to do two ten frame examples now, then I'm going to have a boy come up and do a ten frame example.</p> <p>Now we are going to do two count on your finger examples, and then I'm going to have one girl come up and let me use her fingers to demonstrate counting backwards on your fingers to find the answer!</p> <p>Now we are going to do our final strategy which is using objects! I'm going to do two examples then one lucky boy is going to come up and help me demonstrate using objects to subtract.</p> <p>Okay boys and girls! Thank you all so much for being such good helpers and helping me with our examples! We are going to play subtraction bingo for a little bit now. We don't have too much time but we should have enough time to get one round in. I am going to pick your partners unless you want to play alone. That is totally fine too!</p> <p>I am going to come around while you are playing and pick a random strategy for you to use to show me that you can subtract using that strategy!</p>
3	<p>Review (wrap up and transition to next activity):</p> <p>Okay boys and girls, we have two minutes until we have to go outside for recess, so I want you guys to clean up your areas and bring me all of your objects and your Bingo cards and then sit on the carpet until our whole class is ready to go outside.</p> <p>Okay friends lets go line up at the door!</p> <p>Your exit ticket to get out the door for recess is to tell me just one of the subtraction strategies we learned today! There's six!</p>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none">● Progress monitoring throughout lesson (how can you document your student's learning?) <p>I will assess while walking around and asking the students to show me a specific subtraction strategy while they are playing their subtraction bingo game!</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Unit 2 End of Unit Assessment, ND State Assessments</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>The later half of the lesson went well when I realized that what I was teaching them was too easy and that they needed to be challenged a bit more. When I made it more difficult, then they were more engaged and wanting to learn. The students were learning how to use different subtraction strategies to subtract 2 and 3 within 20. I know they were able to learn this because I was asking them for feedback when doing different strategies on the board, they were able to give me answers right away. I also walked around when they were playing subtraction bingo and they were able to show me that they were subtracting using one of the strategies when I asked. If I were to teach this lesson again, I would use larger numbers throughout the whole lesson. I used 2 and 3 because the cooperating teacher and I thought that's what would be best for the lesson, but halfway through one of the students informed me it was too easy, so even though I had problems written out on my PowerPoint slide,</p>	