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| STRAND: Number SUBSTRAND: Subtraction (A) + (B) STAGE: Early Stage 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TERM: | 1 | | 2 | 3 | | 4 | | | WEEK: | | 1 | 2 | | | 3 | | 4 | | 5 | | 6 | 7 | | | | 8 | | 9 | 10 | | 11 |
| AHC-ICON-Aboriginal Torres Strait Islander histories-300dpiAboriginal and Torres Strait Islander histories and cultures | | A-ICON-Asia Australias engagement with Asia-300dpiAsia and Australia’s engagement with Asia | | | S-ICON-Sustainability-300dpiSustainability | | | CCT-ICON-critical creative thinking-300dpiCritical and creative thinking | | EU-ICON-ethical understanding-300dpiEthical understanding | | | | ICT-ICON-300dpiInformation and communication technology capability | | | | IU-ICON-intercultural understanding-300dpiIntercultural understanding | | L-ICON-literacy 300dpiLiteracy | | | N-ICON-numeracy-300dpiNumeracy\* | | | | PSC-ICON-personal social capability-300dpiPersonal and social capability | | | WE-work and enterprise-300dpiWork and enterprise | |
| ***What are we learning to do (WALT):***  Take part of a group away to model subtraction.  Compare two groups to determine ‘how many more’.  Record subtraction informally. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Adjustment:*** | | | | | | | | | | | | | **Post Assessment Highlighted** | | | | | | | | | | | | | | | | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | | | | | | | | | | | | | | | | | | | | | | | **REG** | | | | | | |
| **Monday** | | | | | | | **Tuesday** | | | | | | | | | **Wednesday** | | | | | | | | **Thursday** | | | | | | | |
| ***What I’m Looking For (WILF):***  ***To take away to numbers.*** | | | | | | | ***What I’m Looking For (WILF):***  ***To take away to numbers.*** | | | | | | | | | ***What I’m Looking For (WILF):***  ***To take away to numbers.*** | | | | | | | | ***What I’m Looking For (WILF):***  ***To take away to numbers.*** | | | | | | | |
| **Lesson Breakers**  **Buzz Off** | | | | | | | **Lesson Breakers**  **Forwards Count/Backwards Count** | | | | | | | | | **Lesson Breakers**  **Subtraction Line Up** | | | | | | | | **Lesson Breakers**  **What’s the difference** | | | | | | | |
| **Introduction**  **Pegs**  Students are given a number of pegs on the rim of an ice cream container and remove a given number. They the draw a picture called before and after. | | | | | | | **Introduction**  **Outdoors**  Place a hoop on the ground and have students place a given number of books in the hoop. Ask the students to remove a given number of books. Ask the students to describe what happened. | | | | | | | | | **Introduction**  **No Difference**  Ask students to count out a number of objects such as red counters and then count the same number of other objects such as centicubes. Ask students to write as many different statements as they can about the numbers in the groups. | | | | | | | | **Introduction**  **Target practice**  Give groups of students six objects such as bean bags and ask them to toss the objects into a hoop from a given spot. They record how many bags land inside the hoop and how many miss for each person. Record as a number sentence. | | | | | | | |
| **Body**  How?  Subtraction teddies  Provide each student with twenty plastic teddies, a “double decker bus”  baseboard (see BLM) and a strip of paper. Have the students  place the twenty teddies on the bus baseboard. Instruct the students to  take turns to roll a die and subtract the corresponding number of teddies  from the collection of teddies on the bus. The student then records the  number of remaining teddies on the strip of paper. The activity continues  until one student reaches zero. | | | | | | | **Body**  **Addition and Subtraction with Blocks**  One student stands out the front holding ten fingers in the air. Roll a dice and place the corresponding number of blocks on the fingers of the student.  As the addition process takes place model counting forward to get the total. Encourage students to keep the first number in their head when adding the second number thrown on the dice.  Complete the same activity but with a student starting with ten blocks and doing subtraction. Model the process of taking from the group. | | | | | | | | | **Body**  **Taking-away Blocks**  Students count out 10 objects. Teacher rolls a die and students take away that number of objects. They determine how many objects are left and informally record what has been done. The game is repeated for a predetermined number of throws. Continually discuss the strategies being used to subtract, asking students to share how they are working out the answers. Model more efficient strategies such as counting back for those students who are at that level of understanding. | | | | | | | | **Body**  **Friends of ten**  Construct two sets of numeral cards in the range of one to ten. For this  activity it is necessary to attach string or shoelaces to the numeral cards  so they can be worn around the students’ necks. It is also more manageable  if each set of cards is a different colour. Distribute one set of numeral  cards to ten students. These students leave the room or turn away from  the remaining students. Distribute the other set of numeral cards to the  remaining students. Ask the students in the first group to return to the  class (or turn around) and find a partner who is wearing a card which,  when added to their own card, will equal ten. | | | | | | | |
| **Conclusion**  **Counting down from**  The student counts backwards from the larger number when solving  subtraction problems. For example, when solving 9 - 3, the student counts  backwards from nine saying “eight, seven, six...six!” | | | | | | | **Conclusion**  **Knock them down**  Line up nine cans or plastic juice containers. Have students roll a ball to knock down as many cans as possible. Ask students how many have been knocked down and how many remain standing. | | | | | | | | | **Conclusion**  [**Penguins Count**](file:///D:\learningobjects\add_sub\add_sub_learnobj\penguin_count.swf) E1 - Stage 3  Penguins count provides strategies for addition and subtraction using tens frames in a vertical and horizontal arrangement. Other components of the learning object encourage combining and partitioning to count a group of penguins.  <http://www.curriculumsupport.education>.  nsw.gov.au.countmein/children.htm | | | | | | | | **Conclusion**  **[eggs in a carton](file:///D:\learningobjects\add_sub\add_sub_learnobj\EGGS_CARTON3.SWF)**[**Eggs In A Carton**](file:///D:\learningobjects\add_sub\add_sub_learnobj\EGGS_CARTON3.SWF) Early Stage 1 & Stage 1  <http://www.curriculumsupport.education>.  nsw/gov.au/countmein/children/htm | | | | | | | |
| **Resources**   * **Ice cream container** * **Pegs** * **Double decker bus BLm** * **teddies** | | | | | | | **Resources**   * **hoops** * **books** * **dice** * **blocks** * **9 cans or empty juice containers** * **ball** | | | | | | | | | **Resources**   * **Counters** * **Centicubes** * **Blocks** * **Website**   <http://www.curriculumsupport.education>.  nsw.gov.au.countmein/children.htm | | | | | | | | **Resources**   * **Bean bags** * **Hoola hoops** * **Numeral cards 1 to 10 (x2 sets)** * **Shoelaces or string** * **Website**   <http://www.curriculumsupport.education>.  nsw/gov.au/countmein/children/htm | | | | | | | |
| **Reflection/Check In** | | | | | | | **Reflection/Check In** | | | | | | | | | **Reflection/Check In** | | | | | | | | **Reflection/Check In** | | | | | | | |