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| STRAND: Number SUBSTRAND: Subtraction (A) + (B) 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):***  Model subtraction using concrete materials  Use the equals sign to record equivalent number sentences | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Adjustment:*** | | | | | | | | | | | | **Post Assessment Highlighted** | | | | | | | | | | | | | | | | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | | | | | | | | | | | | | | | | | | | | | | **REG** | | | | | | |
| **Monday** | | | | | | **Tuesday** | | | | | | | | **Wednesday** | | | | | | | | | **Thursday** | | | | | | | |
| ***What I’m Looking For (WILF):***  ***To model subtraction using concrete material*** | | | | | | ***What I’m Looking For (WILF):***  ***To model subtraction using concrete material*** | | | | | | | | ***What I’m Looking For (WILF):***  ***To model subtraction using concrete material*** | | | | | | | | | ***What I’m Looking For (WILF):***  ***To write number sentences*** | | | | | | | |
| **Lesson Breakers**  **Ball Toss** | | | | | | **Lesson Breakers**  **Subtraction line up** | | | | | | | | **Lesson Breakers**  **Number Draw** | | | | | | | | | **Lesson Breakers**  **Number Circle** | | | | | | | |
| **Introduction**  **Teddy Bear Take-away**  In pairs, students each count out 20 teddy bear counters and line them up in two rows of 10. In turn, students roll a die and take away the corresponding number of bears from their collection. Students should be encouraged to remove all counters from one line before taking them from the other.  Students use their own methods to record the process  Eg  Students continue the activity, taking turns to remove the bears until a student has no bears remaining.  *Extension:* Students could subtract larger numbers by rolling 2 or 3 dice. (Adapted from CMIT) | | | | | | **Introduction**  **Blocks on the Bowl**  In pairs, students are given a collection of cubes (up to 10) and a bowl. The bowl is turned upside down on the desk. Student A places the blocks on top of the bowl and Student B counts the blocks.  While Student B looks away, Student A removes some of the blocks and places them under the bowl. Student A asks Student B ‘How many blocks are under the bowl?’  Student B records their answer. They check the actual number of blocks altogether.  Students swap roles and repeat the activity using a different number of blocks.  *Extension:* When the students are confident with combinations up to 10, the activity could be extended to include numbers greater than 10.  Possible questions include:   * how many are left? * what does ten take away five equal? * I am thinking of a question where the answer is 5. What could the question be? * how many altogether?   six plus what equals nine? | | | | | | | | **Introduction**  **Dinosaur Darby – Subtracting from 20 (see Proforma)**  Student rolls dice, performs the operation and then moves their counter to the next space that contains that number. To finish students need to roll dice with one of the three answers in the last space. | | | | | | | | | **Introduction**  **Dice addition or subtraction**  Using big pocket dice or blank dice have numerals from 1-10 and ‘+’ ‘-‘. Encourage children to record number sentences using ‘+’,’-‘ and ‘=” | | | | | | | |
| **Body**  Linking Cubes Subtraction  Let kids make tall "towers" with up to 20 linking cubes. Show kids how to "make the tower fall" by breaking it off somewhere in the middle. Count how many were there altogether. Then count how many fell. Make a subtraction sentence. Help kids tell a story about their tower: "I made a tower with 20 cubes. 9 of them broke off and fell down. 11 cubes were left. 20-9=11."  Subtraction Activities with Link  Cubes  Variation – larger numbers  for Year 2 | | | | | | Body  **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  **How Many in My Hand?**  Show kids a number of dried beans or other small counters and see how many there are. Tell kids to close their eyes while you hide some of the counters in your hands or behind your back. Guess how many are hidden by subtracting.  There are many variations of these sorts of subtraction activities, and kids love them. They have that "magic trick" feel, and the more you play this up and make it seem like you are trying to trick them, the better the fun! | | | | | | | | | **Body**  Looking at written subtraction.  **Toss Them!**  Give each child 10 two-coloured counters, and tell them to toss them on the table. If the counters show 6 white and 4 red, show how to make a subtraction sentence: "10-6=4". Ask kids if there is another subtraction sentence they can make with those counters ("10-4=6"). Have kids toss and write several different subtraction facts. If 10 counters feels too easy, give more counters for kids to work with. | | | | | | | |
| **Conclusion**  **Topmarks IWB**   * **Minus Mission** * **Sum Sense - subtraction** | | | | | | **Conclusion**  **Counting down to**  The student counts backwards from the larger number when solving  subtraction problems where the problem involves a missing addend. For example, when solving 9 - ( ) = 6, the students would count backwards  from nine knowing they are counting to the number six and say “eight,  seven, six.” Students typically hold up fingers as they count and recognise  three as the answer. | | | | | | | | **Conclusion**  [**http://www.snappymaths.com/**](http://www.snappymaths.com/)  **subtraction/sub1w20/interactive**  **sub1w20attack.htm** | | | | | | | | | **Conclusion**  [**http://www.snappymaths.com/**](http://www.snappymaths.com/)  **subtraction/sub1df2d/interactive/**  **sub1dfm10int/sub1dfm10int.htm** | | | | | | | |
| **Resources**   * teddy bears * dice | | | | | | **Resources**   * cubes * bowls * interlocking cubes * double decker bus * teddy bears | | | | | | | | **Resources**   * dice * Dinosaur Derby BLM * IWB – Snappy Maths * beans | | | | | | | | | **Resources**   * dice * numerals 1 to 20 * counters * paper/pencils * snappy maths - IWB | | | | | | | |
| **Reflection/Check In** | | | | | | **Reflection/Check In** | | | | | | | | **Reflection/Check In** | | | | | | | | | **Reflection/Check In** | | | | | | | |

### What You Do:

1. Use the marker to write a math problem on the top end of the craft stick. Write the answer to the math problem on the bottom of the stick. Continue in this manner until all the sticks are labeled. (Note: These problems should be very simple addition and subtraction problems. Check with your child's teacher if you are unsure what kinds of equations are appropriate.)
2. Have your child submerge the sticks in the sand so that the problems are visible, but the answers are not.
3. Point out that these sticks would make great building materials in the sandbox. They could become bridges for sandcastles! But before your child can pull them out of the sand to play with them, he has to say the math fact and its answer out loud. Show him how to do this by choosing a stick, saying aloud the problem and the answer, then pulling the stick out of the sand to check the answer. If the answer is correct, keep the stick for sandbox play. If the answer is not correct, put the stick back in the sand.
4. After your child has practiced all his Sandbox Math Sticks, join him in some fun, creative play. Then store the sticks for later by filling a sand pail with sticks, or simply plant them in the sand again!

Snappymaths.com