## Lesson Plan

## Subtraction up to 5 - Taking Away Cubes <br> Kindergarten (K) - Math

## LEARNING TARGET

- Students will be able to connect and disconnect cubes to make sets up to 5 .
- Students will be able to understand and perform subtraction up to 5 using connecting cubes.


## LEARNING PROGRESSION

PREREQUISITE SKILL
No Prerequisite Skills

## EXTENSION SKILL

No Extension Skills

## DURATION

- Introduction (5 minutes)
- Instruction (15 minutes)
- Guided Practice (15 minutes)
- Independent Practice (15 minutes)
- Exit Card Formative Assessment (5 minutes)
- Closure (5 minutes)

MATERIALS

- Connecting cubes (at least 50)
- Containers to hold the connecting cubes
- Whiteboard and markers
- Subtraction homework sheet


## VOCABULARY

- Connecting cubes
- Subtract
- Minus
- Take away


## INTRODUCTION

1. Show students the connecting cubes and ask them to identify the different colors.
2. Explain that today, they will be learning about subtraction using the connecting cubes as a model.

## INSTRUCTION

1. Explain the concept of subtraction by taking away cubes from a connecting cube model.
2. Demonstrate a subtraction example using the connecting cubes (e.9., 5-2). Show students that by taking away 2 cubes from a set of 5 , they are left with 3 cubes.
3. Repeat with other examples to reinforce understanding.
4. Divide students into pairs and provide each pair with a container of connecting cubes.
5. Instruct students to work together to create subtraction problems using the connecting cubes (up to 5).
6. Circulate around the room to provide support and guidance as needed, and ensure that students are correctly modeling subtraction problems using the connecting cubes.

## INDEPENDENT PRACTICE

1. Instruct students to work independently to create their own subtraction problems using connecting cubes, up to 5.
2. Monitor students' progress and provide support as needed.

## HOMEWORK

1. Assign students a worksheet with subtraction problems up to 5 .
2. Encourage students to use objects at home, such as toys or snacks, to model subtraction problems, and discuss their understanding with parents.

## EXIT TICKET

1. Provide each student with a whiteboard and marker.
2. Instruct students to write a subtraction problem and its solution that they modeled using connecting cubes during the lesson.

## SUMMATIVE

1. Formative assessments will be conducted during the lesson to monitor students' understanding of subtraction and their ability to model subtraction problems using connecting cubes.
2. The exit ticket and progress monitoring assessments will be used to determine students' mastery of subtraction using connecting cubes.

## CLOSING

1. Review the concept of subtraction and how connecting cubes can help students visualize taking away objects.
2. Ask students to share one thing they learned about subtraction during the lesson.

## TEACHING TIPS

1. Use a variety of cube colors to keep students engaged and maintain their interest in the activity.
2. Encourage students to verbalize their thought process while solving subtraction problems to promote deeper understanding.
3. Praise students' effort and progress to boost their confidence and reinforce a growth mindset.

## MISCONCEPTIONS

1. Students may think that the order of the numbers in a subtraction problem doesn't matter (e.9., 5-2 = 2-5). Emphasize that order matters in subtraction.
2. Students may confuse subtraction with addition. Reinforce the concept of "taking away" when teaching subtraction.
3. Students may struggle to connect the physical action of removing cubes with the abstract concept of subtraction. Use consistent language and visuals to bridge this gap.

## EXTENSION

1. Students can practice addition using connecting cubes.
2. Students can practice subtraction with larger numbers, such as up to 10 , using connecting cubes.
3. Students can explore solving word problems involving subtraction using connecting cubes.

## INTERVENTION

1. For students who struggle with fine motor skills, larger and easier-to-grasp cubes can be used.
2. For students who need extra support, a visual aid or diagram can be provided to help them understand the concept of subtraction.
3. Provide one-on-one or small group instruction for students who need additional support in understanding subtraction concepts.

## COMMON CORE STANDARD

K.OA.A. 1 Part 1 - Represent addition with objects, fingers, mental images, drawings, sounds (e.9., claps), acting out situations, verbal explanations, expressions, or equations.

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