Lesson Plan

Subtraction up to 5 - Taking Away Cubes

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)

- Connecting cubes (at least 50)
- Containers to hold the connecting cubes
- morkers
- 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.g., 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.

- Whiteboard and

MATERIALS

Subtraction homework

GUIDED PRACTICE

- 1. Divide students into pairs and provide each pair with a container of connecting cubes.
- 2. Instruct students to work together to create subtraction problems using the connecting cubes (up to 5).
- 3. 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.g., 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.g., claps), acting out situations, verbal explanations, expressions, or equations.

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