Megan Helget

Grade: Kindergarten	**Subject: Math**
Materials: Dice, play dough, cards	**Technology Needed:**
Instructional Strategies: ☐ **Direct instruction** ☐ **Guided practice** ☐ Socratic Seminar ☐ Learning Centers ☐ Lecture ☐ Technology integration ☐ Other (list) ☐ **Peer teaching/collaboration/ cooperative learning** ☐ **Visuals/Graphic organizers** ☐ PBL ☐ Discussion/Debate ☐ Modeling	**Guided Practices and Concrete Application:** ☐ **Large group activity** ☐ Independent activity ☐ **Pairing/collaboration** ☐ Simulations/Scenarios ☐ Other (list) Explain: ☐ **Hands-on** ☐ Technology integration ☐ Imitation/Repeat/Mimic
Standard(s) K.OA.5 Fluently add and subtract within 5. **Objective(s)** By the end of the lesson, the students will be able to subtract one from a given number using the subtraction smash activity. **Bloom's Taxonomy Cognitive Level:** Analysis	**Differentiation** **Below Proficiency:** Give the child a visual number line so they can physically see the numbers **Above Proficiency:** Challenge them to subtract two **Approaching/Emerging Proficiency:** Complete the activity **Modalities/Learning Preferences:** • **Visual:** seeing the smashed vs no smashed playdough balls • **Auditory:** "Subtraction, subtraction. We take some away." • **Kinesthetic:** • **Tactile:** using the playdough as a way to subtract
Classroom Management- (grouping(s), movement/transitions, etc.) - Full group - Partner groups (for the activity)	**Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)** - Reminding students to be careful when they are doing the subtraction sign - Reminder of what a partner does

Minutes	Procedures
1 minute	**Set-up/Prep:** - Take out "Subtraction Smash" cards - Playdough - Dice
2-3 minutes	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** - Okay, so I need all my friends to sit in one big circle. Great! Thank you. (Make sure Tanner, Gabriel and Joe are near me) - Kinderfriends, today we are going to have some fun subtracting. Can someone remind me what we do when we subtract? - What is our subtraction sign? I have a chant to teach you. - ME – Watch me first. **Subtraction, subtraction we take some away. (left arm) Subtraction, subtraction let's do it all day. (right arm)** - Okay now I want you to try, but first did you notice that I was very careful when I moved my elbow. What could happen if I go too hard? Yeah, we might hit our neighbor and we don't want to do that. So, everyone remember in your head that you can have fun, but do not be too crazy so we don't hurt our friends. Okay are you ready? Do it together. (2x)
5 – 7 minutes	**Explain: (concepts, procedures, vocabulary, etc.)** - So, now each student will get a number. We will start with (student next to me) you'll be number 1, then ____ you'll be 2, and point to the students as you go around the circle. Each one getting a number. **Example 1** - Okay, so who is number 12. Okay if we have 12 and we subtract 1 or we take away one (do the action) what number will we have. Let's use our friends to figure it out. - "If ___ is twelve, if we count back one it will be ____ number 11." **Example 2** - Okay if we have number 3 and we subtract and take away (do the action) what number will we get. 2. **Example 3** - Okay this time, I want you to think it in your head okay. Do not shout it out and thumbs up when you've got it. - If we have 6 and we subtract 1 what will we have. Think it and thumbs up when you've got it. **look around the circle and note who's got it and who doesn't. (call on a student) - Okay let's do one more. Again, we are thinking it in our heads and thumbs up when you've got it. If we have 10 and we

	subtract 1 what number will we have. ** again, look around and see who has it. - Great job Kinderfriends. Okay, now I am going to teach you a new game. You will have a partner and with your partner you will get one die, one card, and one container of playdough. - In this game, one student will go first. They will roll the dice. Whatever number is on the dice, this is how many playdough balls you will make. Put them on the card. You will then subtract one from that number. To subtract it, smash them with your hand. Then you will say how many you have left. The ones that you didn't smash should be how many are left. Work together as a team to decide on the answer. - The next student will then take a turn. Keep going back and forth taking turns. - So, when we're playing this game, should we be throwing the dice in the air? No. - What is our job as a partner? (help our partner, we are paying attention and participating in the activity too)
10 minutes	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** - Spread out throughout the classroom - Students will play the game. - As they are playing, walk around and observe. Interacting with the students and mentally noting where students need more guidance with the game. (Work independently with the groups that need a little more explanation)
2 minutes	**Review (wrap up and transition to next activity):** - Okay friends, I need you all to put your playdough in the container and bring it to this container here - Place the cards on a pile next to the playdough and put the dice in the bucket next to the playdough. - And make your way back to the carpet. - As a group one more time, "Subtraction, subtraction we take some away." Repeat.

Formative Assessment: (linked to objectives, during learning)	**Summative Assessment (linked back to objectives, END of learning)**
• **Progress monitoring throughout lesson (how can you document your student's learning?)** Watch the students as we are in the circle and make rounds in the classroom during the explore section to determine who is catching on and who needs more practice.	

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Overall, I think the lesson went pretty well. The students seemed to enjoy the lesson, especially getting to play with the playdough. The students learned how to subtract one from a number. I was able to tell that the children were catching on because as I walked around the room, they were correctly completing the activity.

If I were to change the activity, I would do the number line idea differently. I would use less students and put them in a straight line, instead of numbering them all and have them sit in a circle. I also would have split the groups a little differently. I would've paired one group in particular differently, because the one girl was getting run over by the boys in the group and the boys were easily distracted. I would also give the children a visual of some sort. That being either a number line or a dry erase to write the problem down. This would help keep their focus. I would also do the playdough on a table, not the carpet.