Student Teacher: Taylor Gustafson   **Date: March 14, 2018**

Subject: Math   **Lesson Topic: Introducing Subtraction**

Grade: Kindergarten   **Length of class: 30 minutes**

Learning Objective (performance, conditions, criterion):
Solve take from with result unknown expressions and equations using the minus sign with no unknown.

Student Friendly Objective: Understand the sign for minus (take away) and practice writing and expressing it in a sentence.

Utah Core Standard Alignment:
Strand: OPERATIONS AND ALGEBRAIC THINKING (K.OA)
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from (Standards K.OA.1–5).
Standard K.OA.1
Represent addition and subtraction with objects, fingers, mental images, simple drawings, or sounds. *For example, use clapping, act out situations, and use verbal explanations, expressions, or equations.*
Standard K.OA.2
Solve addition and subtraction word problems within 10. Use objects or drawings to represent the problem.

Core and Supplemental Materials:

Teacher Materials:	Student Materials:
Sprint WS	Paper
Linking cubes	Pencil
Dry erase marker	Linking cubes
Debriefing WS's	2 personal white boards
	Dry erase markers (2)
	Color charts (2)

Context for Learning:

Organization of the students (e.g., small groups, whole group, partners)	**Small group (2 kindergartener's)**
Pre-Lesson Assessment Data	
IEP Goal Links (Also describe individual student modifications & accommodations)	**Neither student has a specific IEP for Math, but they both have behavior IEP's.** **Diego** **Follows directions (no more than 3 prompts) + -** **When anxious/doesn't get way, uses appropriate language/mov'ts (+or -)**

	Instances of not keeping hands, feet to self (tally) **Yarrow** **Comply with adult directions (+-)** **Used replacement behaviors instead** **Aggression (tally)**

Pre-Instructional Set: (*Approximately 3 minutes*)

Gain students' attention (Activity and Script)	**Begin with their *cross 1 out and write how many sprint worksheet.* At this point they will have a good beginning understanding of the one less concept. This worksheet will engage them by getting them in the subtraction mindset.**	#/minutes (30 seconds to 1 minute)
Inform students of learning objective(s)	**The learning objective for today's lesson is going to learn a new special math way to write a subtraction problem and we are going to learn how to do it!**	#/minutes (30 seconds to 1 minute)
"This is important to know because…" (Informed instruction)	**This is important to know because you will use subtraction problems in your minds everyday just like you will use addition problems as well!**	#/minutes (30 seconds to 1 minute)

Preparing students for instructional content: (*Approximately 6 - 15 minutes*)

Pre-requisite skills to review, if applicable		#/minutes (2 to 5 minutes)
Review of prior knowledge, if applicable	**Recapping on the lesson prior to this we could refresh on what we were doing when we were saying "one less than". Ask them what were we doing when we said "one less"? We were *taking away.***	#/minutes (2 to 5 minutes)

Vocabulary to pre-teach, if applicable	**Take away, subtraction, remove**	#/minutes **(2 to 5 minutes)**

Instruction: *(Approximately 20 to 40 minutes – depending on length of class)*

Explicit Modeling of Skill (what cognitive steps should the students be using to successfully perform the skill?) **(I DO IT)**	**Take 5 linking cubes and put them out in front of me for the students to see as well. Count cubes together to show them that I have 5. Take 1 in my hand and explain step by step what I am doing using the vocabulary *take away and remove*.** **How many do I have left on my table? 4** **So I would say 5 take away 1 equal's 4.** **Have each student say that sentence.** **Do one more to give example before giving linking cubes to students.** **Have 6 cubes and put 2 in my hand. How many did I take away? 2** **6 take away 2 makes 4.**	#/minutes **(10 to 15 minutes)**
Guided Practice **(WE DO IT)**	**Get play-doh and have each student make 5 balls.** **Tell them to place them in front of them and count how many they have together. (5).** **Tell them put three balls in your hand and take them away. How many are on the table now? 2** **So 5 take away 3 is 2!** **There is a special math way to write what we just did (get out white board). We had 5 balls. The special sign we are going to use to show removing some cubes is (-). How many did we take away? 3. The next part is =. And how many are left on the table? 2!** **Scaffold student engagement. Be prepared to incorporate white boards and dry erase markers. Also be prepared to reward good behavior by letting them mold with clay or earn time to play with clay at end of lesson.** **Let's try another one! Put 4 of the 5 balls in your hand. How many do you have left? 1** **Lets say that together (have student tell me what to write. 5 take away 4 equals 1.**	#/minutes **(5 to 25 minutes)**
Strategies to check for understanding	**Give example until I feel that the students have a good grasp on the concept. If needed incorporate white boards for them to practice writing a subtraction sentence. Possibly have them tell me how many to take**	

	away and have the teacher role for a turn.	
Independent Practice **(YOU DO IT)**	**Give them their worksheet to work on practicing.**	

If needed, how will you address re-teaching of specific skills.

To re-teach I would give more examples. If the understanding is not there at all I would go back to the beginning and create a kinesthetic way (using the cubes) for them to practice saying and seeing subtraction problems even if they might not get to the worksheet that day.

Assessment:

Concrete and tangible assessment to know whether students have met learning objective	**The worksheet will be a concrete assessment for me to check in with the students understanding of the concepts taught.**

Closure: *(1 – 5 minutes)*

Organization/transition routines (e.g., put assignments in folders, prepare for bell, transition to next lesson/activity	**After they finish their work they will turn their worksheets into the baskets and get on ST Math on their assigned computers.**	#/minutes **(1 – 5 minutes)**