**Kindergarten Lesson Plan**

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| **Title of Lesson:** Subtraction Vocabulary |
| **Topic or Main Idea:** Learning the vocabulary words “take away,” “left over.” |
| **Objectives:** Kindergartners will be able to 100% accurately show the meanings of the vocabulary “take away,” and “left over,” as they are given instructions for using manipulatives. |
| **Standards Used:** Solve subtraction word problems, and subtract within 10, e.g., by using objects or drawings to represent the problem |
| **Materials: -** Farm manipulatives (could use basic counters if farm related aren’t available.)  - Checklist with student names and places for comments. (due to privacy, I will just attach a blank copy, but it is ready)  - Farm related subtraction story problems. (included)  - Vocabulary Cards (take away, left over, minus)  -Board Book: “*Farm Faces*” by IKids |
| **Preparation for learning: -** At the rug, read the story “Farm Faces.” Explain to the students that we will get to become farm animals as we learn about Subtraction! We will learn what the words “take away,” “left over,” and ”minus” mean. Have students repeat each vocabulary term after you, while you hold up the vocabulary cards.  - |
| **Activity: -** Ask students for volunteers who will come up and be “actors.” (Try to get them excited and use a lot of enthusiasm). Choose 5 students to come up. Give each student a different animal mask to put on. Prior to having them come up, explain explicitly that they have to keep the mask on their head and not to use it as a toy. Any student that is playing with the mask or not doing as told will be asked to return to their seats.  When you have 5 students give them each a different farm mask. Tell them that they will act out a story as I tell it. For example, “if I say that the cat and mouse walked away, the cat and mouse would go sit on their spots again.” Tell the following farm story problems and have the kids act them out.  “One day on the farm, cat, mouse, dog, pig, and duck were playing in the barn. The farmer came in and ***took away (emphasize these words while holding up the vocab card)*** the cat and the dog. How many animals were ***left over? (once again emphasize and hold up the vocab card).***” Show the group the group that had been taken away, and the group that is left over. Ask them how many were in each group, as well as how many were in the group to begin with.  Pick 5 more students to come act out the next story.  “The animals were playing in the field. The mouse found a fun hole to play in and left the group. How many animals are ***left over (same procedure as before).***” Ask how many animals were ***taken away***, and how many are ***left over.*** Make sure the two groups are very distinct.  Excuse the students to go sit at their tables. Remind them to sit in listening position and not to touch anything that is on their tables. Using the document camera, use the farm manipulatives and act out the same two stories that you had the students act out. When you use the vocabulary words, put the manipulatives into distinct groups and put the vocabulary cards by the group that is applicable. Have the students repeat the terms (take away, and left over) as you show the groups and act out the stories. |
| **Evaluation and closure:**  Pass out about ten manipulatives to each student. Tell them that they will now act out the stories with their own manipulatives. This time tell the following stories. As they act out the story, walk around and watch that they spate the groups according to the vocabulary terms. Take a quick note check on each student. Explain that just like when we add, our counters/manipulatives don’t have to be the exact same as the objects in the story.  “Six horses were in the barn. The farmer came and **took away** 3 horses to ride. How many horses were **left over**?”  “7 pigs were playing in their pen. 5 went in to take a nap. How many were **left over**?”  “ 9 little ducks played in a pond. 7 were **taken away**. How many were **left over**?” |
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