## CHOITHRAM SCHOOL NORTH CAMPUS <br> MATH-LESSON PLAN N0. -4 TOPIC-SUBTRACTION <br> CLASS 1

Brief Description- Subtraction is one of the four basic arithmetic operation in mathematics namely addition, subtraction, multiplication and division. This operation is used to subtract two or more numbers or things together. Through this topic students will be able to represent number and show putting together with models, expressions or equations.

Objectives-
Specific Objectives-
To unable the students to-
SP1.1- Learn to put together two groups to subtract.
\{Understanding\}
SP1.2- Define subtraction vocabulary. Eg- count, add, more, counting on, number sentence, equal to etc. \{Knowledge\}

SP1.3- Describe how to use subtraction to make numbers and how to count on. \{Understanding\}

SP1.4- Explain when zero is subtracted to a number.
\{Understanding\}
Behavioral Objectives-
B1.1- Demonstrate their understanding of subtraction by counting backward. \{Application\}

B1.2- Illustrate calculating money, calculating, time, counting students in a class. \{Application\}

Process/ Activities-

S1.1- Play a game of subtraction Jenga.
S1.2- Dice activity
S1.3- Rajma/ Finger activity
S1.4- Activity with real life situation.

B1.1- Sign counting songs.
B1.2- Shopping activity \{Food Fair\}

## Digital Content-

https://youtu.be/rqiu_xcvSk4?si=8kgAyPymxz0Xqi.jL
Assessment-

- Mental Games
- Through Worksheets

- Dictation
- Through their real-life situation.


Expected Learning Outcome-

- Counting and putting together.
- Subtraction vocabulary.
- Subtracting by counting backward.
- Subtracting zero.
- Putting together to subtract 1.
- Concepts of subtraction facts.
- Finding pairs to make a number.
- Vertical subtraction.
- Order in subtraction.

Placement of Objectives, Instructional Activities and Assessment Topic- Subtraction

| Knowledge | Understanding | Application | Analysis | Synthesis | Evaluation |
| :--- | :--- | :--- | :--- | :--- | :--- |
| S 1.2 | S 1.1 | B 1.1 |  |  |  |
|  | S 1.3 | B 1.2 |  |  |  |
|  | S 1.4 |  |  |  |  |

