

General Information

Lesson Parts & Duration

Total Duration: 45 minutes to 1 hour

- Match Me Minus 1: Subtraction (45-60 Minutes)

Subject(s)

- Subtraction within 10 (K.OA.A.5)

Objective

- Students will practice subtraction within 10 using manipulatives.

Materials

- blank paper
- scissors
- pencil/crayons
- math manipulatives (about 15 per student)
- pencil & crayons/colored pencils
- document camera or whiteboard
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 5)

Instructional Setting

- Seated on the carpet or meeting area

Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized type* indicate scripted text
- ☀ **Clarifiers** within scripted text are in orange
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

Instructional Plan: 45-60 minutes

Students will be making the following materials with a partner. They will need to make one set of cards per 2 students.

Introduction

- T* Today we will be playing the game Match Me minus 1. This game will help us practice our subtraction.
- T* First, we will need to make some materials to use when we play this game.
- T* We will need some number cards. We are going to make these with a partner.

Materials Creation

- T* We need a partner for this.
- T* When I say the magic word, which is SUBTRACTION, you will stand up and find someone to be your partner.
- T* I will be counting backwards from 10, and by the time I get to zero, you need to be sitting respectfully next to your partner.
- T* Please remember to ASK your friends if they would like to be your partner.
- T* Would you please be my partner? vs You are my partner!
- T* Ok, SUBTRACTION!

Begin counting slowly backwards from 10. You may also need to circulate and help students find a partner and sit together nicely once they have done so.

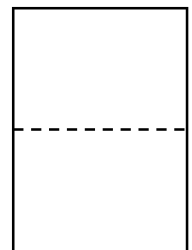
- T* Fantastic!
- T* Thank you for finding a partner so quickly and respectfully!
- T* Since you will be completing this with a partner, you will need to be sure to take turns when working.
- T* I will be giving directions step by step and you will be following along.
- T* Please be sure not to work ahead and listen carefully to the instructions.
- T* I will give you and your partner a piece of paper to work on together.
- T* You will also need to get a pair of scissors to share.
- T* After you have your materials, please go back to your desk and wait for directions.

Pass out one piece of paper to each set of partners. Be sure to have a piece for yourself to use as an example.

- T* Decide who will do the first direction with me. Then you will switch.
- T* When I say the magic word, which is MATH, then you can begin, but please do not start until you hear the magic word!

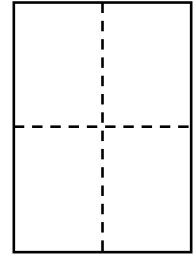
Step #1:

- T* The person who will be going first, please hold up the piece of paper.
- T* Take your paper and fold it once, horizontally. Show students using your example paper.
- T* ...MATH!
- T* Hold your paper up when you have finished this step.
- T* Once you have made your first fold, hand the paper to your partner for the next step.



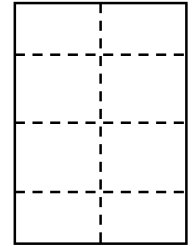
Step #2:

- T* Partner 2, fold the paper again, vertically. Show students using your example paper. Your paper should be folded into fourths at this point.
- T* ...MATH!
- T* Hold your paper back up when you have finished this step.
- T* Once you have made the second fold, hand the paper to your partner for the next step.



Step #3:

- T* Partner 1, fold the paper one more time, horizontally. Continue to show students using your example paper. Your paper should be folded into eighths.
- T* ...MATH!
- T* Hold your paper back up when you have finished this step.



Step #4:

- T* Partner 1, unfold the paper and hand it to your partner.
- T* Partner 2, using your scissors, cut the paper on the fold lines you have just created.
- T* You should have eight pieces when you are done cutting.
- T* ...MATH!
- T* Hold your hand up when you have finished this step.

Step #5:

- T* Pass the eight pieces to your partner.
- T* Partner 1, take your pencil and write your numbers, 1-8, on the cards.
- T* You should write one number on each card. Show students how to write the numbers big enough so they can be seen. There should be one number on each card.
- T* ...MATH!
- T* Hold your hand back up when you have finished this step.



As students are creating their cards, be sure to walk around and monitor student progress and help where necessary.

While students are finishing their number cards, you can be prepping the math manipulatives for the game (if they haven't already been organized). Each pair of students will need 15 manipulatives. You could place them in bags or in piles on the space where they sit on the meeting spot.

T Before we play our game I would like us to stop and take a quick brain break.



Make sure to "Break Up Your Day!"



Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 5)

T Ok, now that we took a quick break, please bring your cards back to the meeting area/carpet and sit with your partner.

Match Me Minus 1

As you give the directions, show students under a document camera or somewhere they will be able to watch you play. Write the following sentence on a white board or piece of paper to be used while students are playing the game: **_____ is one fewer than _____.**

- T* We are going to use our number cards to play this game.
- T* I have also given you some math manipulatives that we will use to play this game.
- T* Please remember that when we are using manipulatives today, we are using them to help us practice our math skills.
- T* They are not toys right now.
- T* They are not for building or playing with.
- T* Boys and girls, I will need a partner to help me. **Choose a student to help you.**
- T* My partner and I are going to show you how to play.
- T* First, we will need to put our number cards face down so we can't see the numbers. **Model this step.**
- T* Your partner will need to close their eyes. **Have student helping you close his/her eyes.**
- T* When it is your turn, first you will choose a number card. **Model selecting a card.**
- T* Use your manipulatives to build the number that you choose. **Match the number you picked with manipulatives.**
- T* Then you will tell your partner "Match Me minus 1".
- T* Your partner will then build a group of manipulatives that is one less than your group. **Have student helping you model this step.**
- T* Your partner will use our sentence to talk about the groups that you have built.
- T* _____ is one fewer than _____. **Help student to use this sentence to describe both numbers.**
- T* Again, please remember that when we are using manipulatives today, we are using them to help us practice our math skills.
- T* I will be looking for mathematicians that can use our tools respectfully and responsibly today.

You can model how to play the game a few more times so that students understand.

Once you have modeled how to play, have students begin playing with their partners. Allow students to play for about 10 minutes. While they are playing, be sure to circulate around to check for understanding, help students who may need extra support, and ensure students are on task.



Now is a great time to take a break and get students re-energized.
See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 5)

Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.

Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



Break Up Your Day: The Wiggles!



- Let’s get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake) Remember! No one should get hurt! ...now FREEZE!
- Now shake the wiggles out of your right leg...FREEZE!
- Now shake the wiggles out of your left leg...FREEZE!
- Now shake all the wiggles out of your whole body...FREEZE!
- And sit back down quietly please...Thank you!



Break Up Your Day: Body Spell!



- We are going to use our bodies to practice making some letters of the alphabet. Please stand up quietly.
- When I say a letter, you use your arms, legs, head, and body to see if you can make that letter!”
- Choose 5-6 letters to have students make with their body. You could even try some simple words or letters that their names start with to change it up! Have them sit down quietly when they are finished.



Break Up Your Day: Guess My Number!



- Begin by showing an example:
- “I am thinking of a number between 1 and 10. Who would like to guess my number” Call on a student.
- When they take a guess, let them know if your number is bigger or smaller than what they guessed (ex: Student guesses 5, your number is 7, so you would say “My number is bigger than 5.” Then call on another student to guess).
- Keep giving clues until students guess the number.
- You could play again with the teacher picking the number if students need reinforcement, or you could have a student come up and pick the number (have them tell you what the number is so you can help them).