(Hannah Wilson/Subtraction/March 25th)

Hot Dog Subtraction (1st and 2nd Grade)

I. TOPIC:

In the lesson today, students will be subtracting one and two-digit numbers to find the answer and select one of the two answer choices while using visuals to understand the process of subtraction.

II. OBJECTIVES/STANDARDS:

Given Boom Card equations with both visual and numerical representation and two answer options, TSWBAT subtract one and two-digit numbers to solve an equation by selecting the correct answer choice in at least 7 out of 10 problems.

M2.1.3.L. Demonstrate knowledge of basic facts in four basic operations.

III. TEACHING PROCEDURES:

1. Development; Guided throughout (10 minutes):
   1. Students and I will be meeting on Google Meet to introduce subtraction with a Boom Card activity
   2. Ask students about the Hot Dog Subtraction Activity and if they have ever done it before
      1. Some students have because Friday is a review day
   3. Introduce the activity to the student and make sure they know how the activity works
      1. Explain to students that there will be a subtraction problem where students will have to take away a certain number of hot dogs and feed them to the parrot to find out how many are left.
      2. First, students will read the problem aloud and then the teacher will reiterate it
      3. Ask students how many hot dogs they are taking away
         1. For example, there are fifteen hot dogs, and we are taking away eight. Let’s feed eight hot dogs to the parrot.
      4. When doing this, have students count while you drag the hot dogs over to the parrot’s mouth.
   4. Before moving onto the next problem in Boom Cards, have the student read the problem aloud and then say their answer.
      1. For example, 15 -8 = 7 would be, fifteen minus eight equals seven.
      2. Sometimes it will help to say it with them to make sure it’s solidified
      3. Make sure to include positive reinforcement and motivate students to keep moving through the activity
      4. The teacher should try and say things like good job or clap for the right answer
      5. For some students, make sure you ask them what certain symbols are
         1. One student sometimes says plus instead of the equal sign
   5. The teacher will go through ten problems and make sure to correct problems as they come up
      1. If a student is struggling with the format of the Boom Cards, count along with them while you drag the hot dogs over.
2. Closure
   1. Students will finish the activity and be asked how they liked it. The teacher will make sure to ask parents, if available, how they believe their child did with the format. When they finish the last problem, the teacher will congratulate them and use positive reinforcement. Students will then move onto the next activity planned for the day.

IV. MATERIALS:

* Google Meet
* Laptop
* Pointer (for some students)
* Boom Cards

V. ADAPTATIONS/PLAN MODIFICATIONS:

* For students who need adaptations, I will make sure to read the subtraction problem out loud multiple times. Students will have aide from their parent at home and the teacher. When students need prompting, adjust the problem to be more simple to process for some. Ask just one question at a time to reduce confusion of the task.

VI. EVALUATION:

1. Formative – The boom cards are the formative assessment. Students will be answering ten questions and should at least get seven correct.
2. Summative – The data from this activity will go towards overall academic goals in the student’s IEP.

VII. REFLECTION:

1. Did the student understand the concept of taking away the hot dogs for subtraction?
2. Was the activity engaging for the student to complete all ten problems?
3. Did I as the teacher adapt to each student’s needs with the difficulty level of each problem?