**I can create subtraction number expressions using part part whole**

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| **Lesson Plan Title**  I can create subtraction expressions using part part whole. |
| **Lesson Summary**  Students will be expected to use the part part whole strategy to create number expressions  \*Please note that this is an introductory lesson-by the end of the year students should be able to use the part part whole strategy to solve a wide variety of problems. |
| **Curriculum Outcomes**  N04- Students will be expected to represent and partition numbers to 100  Performance Indicator N04.06- Represent a given number using number expressions |
| **Assessment Of Learning or Assessment For Learning**  Observation, Conversation, Product  Observations   * Do students use the part part whole strategy during mental math to represent numbers?   Conversations   * Can a student explain why using part part whole helps them solve subtraction problems?   Product   * Can students use the part part whole strategy in their math journal to represent a number and solve subtraction problems. |
| **Communication/Vocabulary**   * Part part whole * Partition * Subtraction, take away, minus, less then * Number Expression * Math Journal |
| **Technology**   * I can create number expressions using part part whole Key Note Presentation   <http://jkeithgrade2mathns.weebly.com/partitioning.html>   * iPads (show me APP) |
| **Materials**   * Part Part Whole (see below) * Markers * Sticky Notes (Post It Notes) * Smart board (smart interactive technology) * Example of a part part whole- One of my students this year recognized the wall was an example of part part whole. I made digit cards and would attach them onto the wall when using examples of part part whole   Thaw Space:ssrsb:Desktop:Weebly Website:Math Wall:Math Wall photos:IMG_0822.jpg   * Math Journal:My math journals are the hilroy scribblers where half the page is for writing and half is for drawing. It looks something like this.   http://images.earlyyearsresources.co.uk/images/products/zoom/1390481469-14118600.jpg |
| **Mental Mathematics**  Review addition strategies such as double plus one and relate them to subtraction facts  Review addition strategies such as adding to 10 and relate them to subtraction facts  Review subtracting 0 from numbers. (ie: 10-0=10) |
| **Time To Teach**  Activate prior knowledge by putting a blank part part whole on the board (I use the smart board for this). In grade one the students should have use part part whole as a strategy when working with numbers to 20. Ask the students if they can explain what this is and how it is used for subtraction.  \*If not you may want to watch the Key Note presentation I can create number expressions using part part whole Key Note Presentation  <http://jkeithgrade2mathns.weebly.com/partitioning.html>  **Time to Practice**  Once students have gone through the review of how to use a part part whole to show subtraction hand them a sticky note have them choose a number from 20-50.  Have students write their choosen number on their sticky note (you can easily see who is writing numbers backwards etc).  Then have students either draw or cut out a part part whole (see below) to put in their math journals and use it to show subtraction. (ie: in subtraction we have the whole and one part, we take the part away from the whole to find the other part).  **Time to Share**  When students have finished they may share their work as a small group at tables OR as a whole class. I would usually have them share as small groups to double check their work. Some students may choose to do more then one part part whole.  **Tech Integration**  Using the show me interactive white board App may be a way that some students choose to share their work.  They can record their information using the white board tools.  http://startl.org/wp-content/uploads/2012/03/showme_app.jpg  For more information: <http://www.showme.com/> |
| **Differentiation**   * For students who struggle start with numbers 1-9 and move up from there. * For students who struggle a guided math group may be required * For enrichment have students use the same number and create more then one part part whole OR have them choose a larger number. |

**Part Part Whole**

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| Part | |
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| Part | |
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