**Chapter 1 Lesson 7: Subtraction with Number Rods**

**Day 1: Sunday**

**Presentation (5 minutes):**

* **Objective:** Introduce subtraction concepts and the use of number rods.
* **Activity:**
  + Present basic subtraction problems on the screen with visual aids.
  + Demonstrate subtraction using number rods, colored beads, and separators.
  + Explain the concept of "taking away" and how to find the difference.
* **Materials:**
  + Number rods (1 to 10), colored beads, separators.
  + Seguin Board.

**Workstation Rotations (35 minutes):**

* **Station 1: Subtraction with Number Rods**
  + **Materials:** Number rods (1 to 10), subtraction operation cards.
  + **Student Role:** Model subtraction problems using number rods. Remove smaller rods from larger ones to find the difference and record it.
  + **Teacher Role:** Prepare materials and guide students by asking questions to clarify understanding.
* **Station 2: Subtraction with Number Rods and Card Arrangement**
  + **Materials:** Number rods (1 to 10), subtraction operation cards.
  + **Student Role:** Arrange rods according to the numbers on the subtraction card, then subtract and record the result.
  + **Teacher Role:** Monitor matching of rods and guide students with questions about their choices.
* **Station 3: Subtraction with Colored Beads**
  + **Materials:** Colored beads, subtraction operation cards, separator.
  + **Student Role:** Count beads to match the larger number, use the separator to take away the smaller number, then find and record the difference.
  + **Teacher Role:** Assist with counting and separator use, provide feedback as needed.
* **Station 4: Subtraction with Colored Beads and Card Arrangement**
  + **Materials:** Colored beads, subtraction operation cards, separator.
  + **Student Role:** Arrange beads according to the numbers on the card, subtract the smaller quantity, and record the difference.
  + **Teacher Role:** Guide placement and use of the separator, encourage students to explain their process.
* **Station 5: Counting with Seguin Board & Colored Beads**
  + **Materials:** Seguin Board, colored beads.
  + **Student Role:** Count beads for numbers 11 to 19 and place the numbers on the Seguin Board.
  + **Teacher Role:** Assist with counting and arranging beads on the Seguin Board.

**Turn-Taking:**

* Ensure smooth transitions between stations and equitable participation.

**Review & Wrap-Up (5 minutes):**

* Discuss the activities completed at each station and address any questions.

**Day 2: Monday**

**Presentation (5 minutes):**

* **Objective:** Reinforce subtraction concepts and review activities.
* **Activity:**
  + Quick review of subtraction with visual aids and demonstrations.
  + Practice subtraction problems using number rods and colored beads.
* **Materials:**
  + Number rods, colored beads.
  + Seguin Board.

**Workstation Rotations (35 minutes):**

* **Station 1: Subtraction with Number Rods** (Same as Day 1)
* **Station 2: Subtraction with Number Rods and Card Arrangement** (Same as Day 1)
* **Station 3: Subtraction with Colored Beads** (Same as Day 1)
* **Station 4: Subtraction with Colored Beads and Card Arrangement** (Same as Day 1)
* **Station 5: Counting with Seguin Board & Colored Beads** (Same as Day 1).

**Turn-Taking:**

* Ensure students rotate through stations within the allotted time.

**Review & Wrap-Up (5 minutes):**

* Briefly review the concepts learned and provide feedback on student performance.

**Day 3: Tuesday**

**Presentation (5 minutes):**

* **Objective:** Continue reinforcement of subtraction concepts.
* **Activity:**
  + Quick review and demonstration of subtraction with number rods and beads.
  + Reinforce understanding through interactive exercises.
* **Materials:**
  + Number rods, colored beads.
  + Seguin Board.

**Workstation Rotations (35 minutes):**

* **Station 1: Subtraction with Number Rods** (Same as Day 1)
* **Station 2: Subtraction with Number Rods and Card Arrangement** (Same as Day 1)
* **Station 3: Subtraction with Colored Beads** (Same as Day 1)
* **Station 4: Subtraction with Colored Beads and Card Arrangement** (Same as Day 1)
* **Station 5: Counting with Seguin Board & Colored Beads** (Same as Day 1)

**Turn-Taking:**

* Maintain equitable participation and smooth transitions.

**Review & Wrap-Up (5 minutes):**

* Discuss the activities and address any issues or questions.

**Day 4: Wednesday**

**Presentation (5 minutes):**

* **Objective:** Strengthen subtraction understanding through varied activities.
* **Activity:**
  + Review subtraction concepts with quick oral exercises and visual aids.
* **Materials:**
  + Number flashcards, colored beads, Seguin Board.
  + *Mind Buzz Math Book*.

**Workstation Rotations (35 minutes):**

* **Station 1: Subtraction with Number Rods** (Same as Days 1-3)
* **Station 2: Subtraction with Number Rods and Card Arrangement** (Same as Days 1-3)
* **Station 3: Subtraction with Colored Beads** (Same as Days 1-3)
* **Station 4: Subtraction with Colored Beads and Card Arrangement** (Same as Days 1-3)
* **Station 5: Answering Questions in the Student Book**
  + **Materials:** *Mind Buzz Math Book*, pencils.
  + **Student Role:** Complete subtraction exercises in the book.
  + **Teacher Role:** Guide and support students, review their answers.

**Turn-Taking:**

* Rotate students through stations ensuring equal time and participation.

**Review & Wrap-Up (5 minutes):**

* Summarize the day's activities and check for understanding.

**Day 5: Thursday**

**Presentation (5 minutes):**

* **Objective:** Assess and consolidate subtraction knowledge.
* **Activity:**
  + Quick review and assessment of subtraction concepts through oral and visual exercises.
* **Materials:**
  + Number flashcards, colored beads, Seguin Board.
  + *Mind Buzz Math Book*.

**Workstation Rotations (35 minutes):**

* **Station 1: Subtraction with Number Rods** (Same as Days 1-3)
* **Station 2: Subtraction with Number Rods and Card Arrangement** (Same as Days 1-3)
* **Station 3: Subtraction with Colored Beads** (Same as Days 1-3)
* **Station 4: Subtraction with Colored Beads and Card Arrangement** (Same as Days 1-3)
* **Station 5: Answering Questions in the Student Book** (Same as Day 4)

**Turn-Taking:**

* Manage transitions and ensure all students have a chance at each station.

**Review & Wrap-Up (5 minutes):**

* Discuss the week's work, review key concepts, and address any remaining questions.