**Chapter 1 Lesson 9&10: Subtraction Charts**

**Day 1: Sunday**

**Presentation (5 minutes):**

* **Objective:** Introduce subtraction using various tools and visual aids.
* **Activity:**
  + Present subtraction concepts using simple problems and illustrations.
  + Demonstrate how to use number rods, subtraction strip boards, control chart, and finger chart.

**Materials:**

* Number Rods from 1 to 10.
* Subtraction Strip Board.
* Subtraction Control Chart.
* Subtraction Finger Chart.
* Subtraction Operation Cards.

**Structure:**

* **Introduction (5 minutes):**
  + The teacher introduces the concept of subtraction and demonstrates how it can be visualized using different tools like number rods and charts.
* **Workstation Rotations (35 minutes):**
  + **Station 1: Subtraction with Number Rods**
    - **Materials:** Number Rods from 1 to 10, Subtraction Operation Cards
    - **Student Role:** Use the number rods to represent and subtract the numbers.
    - **Teacher Role:** Guide students in selecting the correct rods and help them understand the subtraction process.
  + **Station 2: Subtraction with Number Rods** 
    - **Materials:** Number Rods from 1 to 10, Subtraction Operation Cards
    - **Student Role:** Place rods under the corresponding numbers on the card, then subtract.
    - **Teacher Role:** Monitor and assist with the correct placement of rods.
  + **Station 3: Subtraction with Subtraction Strip Board**
    - **Materials:** Subtraction Strip Board, Subtraction Operation Cards
    - **Student Role:** Use the strip board to visualize subtraction.
    - **Teacher Role:** Demonstrate proper use and ensure students understand how to find the difference.
  + **Station 4: Subtraction Control Chart**
    - **Materials:** Subtraction Control Chart, Subtraction Operation Cards
    - **Student Role:** Cross-reference and solve problems using the control chart.
    - **Teacher Role:** Instruct students on using the chart and verify their answers.
  + **Station 5: Subtraction Finger Chart**
    - **Materials:** Subtraction Finger Chart, Subtraction Operation Cards
    - **Student Role:** Slide fingers across the chart to find the correct answer.
    - **Teacher Role:** Guide students in using the chart correctly.

**Turn-Taking:**

* Students at each station will take turns within the 7 minutes.
* The teacher ensures smooth transitions and equitable participation.

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

* Brief discussion on the activities completed at each station.

**Day 2: Monday**

**Presentation (5 minutes):**

* **Objective:** Reinforce subtraction concepts with a focus on understanding through manipulation and visualization.
* **Activity:**
  + Review subtraction using visual aids and demonstrate subtraction on each tool introduced.

**Materials:**

* Same as Day 1.

**Structure:**

* **Introduction (5 minutes):**
  + The teacher reviews subtraction concepts, emphasizing understanding and accuracy.
* **Workstation Rotations (35 minutes):**
  + **Station 1: Subtraction with Number Rods**
    - **Materials:** Same as Day 1.
    - **Student Role:** Same as Day 1.
    - **Teacher Role:** Same as Day 1.
  + **Station 2: Subtraction with Number Rods (Advanced)**
    - **Materials:** Same as Day 1.
    - **Student Role:** Same as Day 1.
    - **Teacher Role:** Same as Day 1.
  + **Station 3: Subtraction with Subtraction Strip Board**
    - **Materials:** Same as Day 1.
    - **Student Role:** Same as Day 1.
    - **Teacher Role:** Same as Day 1.
  + **Station 4: Subtraction Control Chart**
    - **Materials:** Same as Day 1.
    - **Student Role:** Same as Day 1.
    - **Teacher Role:** Same as Day 1.
  + **Station 5: Subtraction Finger Chart**
    - **Materials:** Same as Day 1.
    - **Student Role:** Same as Day 1.
    - **Teacher Role:** Same as Day 1.

**Turn-Taking:**

* Students at each station will take turns within the 7 minutes.
* The teacher ensures smooth transitions and equitable participation.

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

* Brief discussion on the activities completed at each station.

**Day 3: Tuesday**

**Presentation (5 minutes):**

* **Objective:** Continue reinforcing subtraction skills through practice and repetition.
* **Activity:**
  + Brief review of subtraction, followed by a focus on applying skills in varied contexts.

**Materials:**

* Same as Day 1.

**Structure:**

* **Introduction (5 minutes):**
  + The teacher reviews the subtraction concepts, encouraging students to explain the process in their own words.
* **Workstation Rotations (35 minutes):**
  + **Station 1: Subtraction with Number Rods**
    - **Materials:** Same as Day 1.
    - **Student Role:** Same as Day 1.
    - **Teacher Role:** Same as Day 1.
  + **Station 2: Subtraction with Number Rods (Advanced)**
    - **Materials:** Same as Day 1.
    - **Student Role:** Same as Day 1.
    - **Teacher Role:** Same as Day 1.
  + **Station 3: Subtraction with Subtraction Strip Board**
    - **Materials:** Same as Day 1.
    - **Student Role:** Same as Day 1.
    - **Teacher Role:** Same as Day 1.
  + **Station 4: Subtraction Control Chart**
    - **Materials:** Same as Day 1.
    - **Student Role:** Same as Day 1.
    - **Teacher Role:** Same as Day 1.
  + **Station 5: Subtraction Finger Chart**
    - **Materials:** Same as Day 1.
    - **Student Role:** Same as Day 1.
    - **Teacher Role:** Same as Day 1.

**Turn-Taking:**

* Students at each station will take turns within the 7 minutes.
* The teacher ensures smooth transitions and equitable participation.

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

* Brief discussion on the activities completed at each station.

**Day 4: Wednesday**

**Presentation (5 minutes):**

* **Objective:** Review subtraction concepts and prepare for independent practice.
* **Activity:**
  + Briefly revisit the subtraction tools and concepts.

**Materials:**

* Same as Day 1.
* *Mind Buzz Math Book*.

**Structure:**

* **Introduction (5 minutes):**
  + The teacher revisits key subtraction concepts, emphasizing the importance of accuracy.
* **Workstation Rotations (35 minutes):**
  + **Station 1: Subtraction with Number Rods**
    - **Materials:** Same as Day 1.
    - **Student Role:** Same as Day 1.
    - **Teacher Role:** Same as Day 1.
  + **Station 2: Subtraction with Subtraction Strip Board**
    - **Materials:** Same as Day 1.
    - **Student Role:** Same as Day 1.
    - **Teacher Role:** Same as Day 1.
  + **Station 3: Subtraction Control Chart**
    - **Materials:** Same as Day 1.
    - **Student Role:** Same as Day 1.
    - **Teacher Role:** Same as Day 1.
  + **Station 4: Subtraction Finger Chart**
    - **Materials:** Same as Day 1.
    - **Student Role:** Same as Day 1.
    - **Teacher Role:** Same as Day 1.
  + **Station 5: Student Book Work**
    - **Materials:** *Mind Buzz Math Book*, pencils.
    - **Student Role:** Solve subtraction problems independently.
    - **Teacher Role:** Guide students, review their work, and offer corrections.

**Turn-Taking:**

* Students at each station will take turns within the 7 minutes.
* The teacher ensures smooth transitions and equitable participation.

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

* Brief discussion on the activities completed at each station.

**Day 5: Thursday**

**Presentation (5 minutes):**

* **Objective:** Conclude the subtraction unit with final practice and review.
* **Activity:**
  + Quick review of subtraction, focusing on areas of difficulty noted during the week.

**Materials:**

* Same as Day 1.
* *Mind Buzz Math Book*.

**Structure:**

* **Introduction (5 minutes):**
  + The teacher recaps the subtraction unit, emphasizing key learning points and encouraging confidence in subtraction skills.
* **Workstation Rotations (35 minutes):**
  + **Station 1: Subtraction with Number Rods**
    - **Materials:** Same as Day 1.
    - **Student Role:** Same as Day 1.
    - **Teacher Role:** Same as Day 1.
  + **Station 2: Subtraction with Subtraction Strip Board**
    - **Materials:** Same as Day 1.
    - **Student Role:** Same as Day 1.
    - **Teacher Role:** Same as Day 1.
  + **Station 3: Subtraction Control Chart**
    - **Materials:** Same as Day 1.
    - **Student Role:** Same as Day 1.
    - **Teacher Role:** Same as Day 1.
  + **Station 4: Subtraction Finger Chart**
    - **Materials:** Same as Day 1.
    - **Student Role:** Same as Day 1.
    - **Teacher Role:** Same as Day 1.
  + **Station 5: Student Book Work**
    - **Materials:** Same as Day 4.
    - **Student Role:** Same as Day 4.
    - **Teacher Role:** Same as Day 4.

**Turn-Taking:**

* Students at each station will take turns within the 7 minutes.
* The teacher ensures smooth transitions and equitable participation.

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

* Brief discussion on the activities completed at each station and a summary of what they learned.