# LESSON PLANNING 

## LEARNING AREA: Mathematics

YEAR LEVEL: 4
TIME: 45 minutes
LESSON TOPIC: Repeated Subtraction / Division
TEACHING PROCEDURE:

| TIME | STEPS | COMMENTS |
| :---: | :---: | :---: |
| 5 minutes | 1. INTRODUCTION (whole class) <br> - Settle students prior to starting <br> - Make sure and <br> - Make sure $\square$ 1 <br> and are not sitting near each other and $\square$ are not sitting near each other <br> - http://www.scootle.edu.au/ec/viewing/L2808/index.html <br> - Choose students to answer the questions by pulling pop-sticks out | * Pop-sticks question selection |
| 15 minutes | 2. EXPLICIT TEACHING (whole class) <br> - IDO: <br> - Teacher defines the skill being taught - repeated subtraction <br> Watch a short you-tube clip - STOP at 2:38 <br> Discuss the video <br> - How did they use repeated subtraction to divide? <br> - What are they doing when they use repeated subtraction? <br> - Teacher explains learning objectives <br> Learning how to do repeated subtraction <br> Understand how repeated subtraction can be used in division <br> - Teacher Demonstrates skill and explains step by step <br> Do an example on the board and clearly explain each step <br> - Teacher Revises all steps out loud - this can be done by completing another example. <br> - WE DO: <br> - Practice as a whole group - use pop-sticks to choose students <br> Do a couple of examples as a class on the board <br> Use the way on the board for one and then show how you can use number line. <br> Ask questions <br> - Where does the answer come from? <br> - Why does the larger number come first? <br> - How many times have we subtracted? <br> $40 \div 5=$ $26 \div 2=$ <br> - Ask why they may need repeated subtraction <br> - Who knows why we may need repeated subtraction? <br> - Use it to help divide larger numbers (in a world with no calculator) | * Pop-sticks question selection |
| 15 minutes | 3. EXPLORATION/PRACTICE(group/individual) <br> - YOU DO: <br> Students complete task <br> - Various questions for them to practise repeated subtraction <br> - Silent work <br> - Move around the classroom to assist student <br> - Possibility: Have a group of students on the floor if required <br> - If on the floor make sure that all students can be seen and that the expectations are set. |  |
| 5 minutes | 4. CONCLUSION (whole class share/reflect) <br> - Ask students if they found anything difficult/challenging. <br> - Ask students to consider the strategies that we have looked at already (draw an array, using counters, using a multiplication grid and repeated subtraction) <br> - Ask what one they like the best? Why? <br> - Which one do you find the most challenging? |  |

