

Subtraction

Deducting one number from another one

Description

For this activity teacher engages the hearing and kinesthetic senses of the students. Teacher presents the equation with shapes. like below.



He/She asks from the students to say one “TA” sound for each tomato they see. Then on the second picture asks them to say again the “Ta” sound for each tomato and a “SH” sound for the tomato with the cross on it.

Students observe how many sounds where “TA” and how many “SH” and write them down. Then they write the total of the sounds. The “SH” sound can be replaced with a silent action so students understand that something is missing.

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Ideas to Use:

- Split the class in 3 teams. First team taps the first number and third team writes it down. Second team makes the “SH” for the number given in the deduction while continue counting from 1 to reach the initial number. Third team observes how may “TA” sounds where heard. For Example: $6 - 3 = ?$ Team 1 says and taps 6 taps (Team 3 can count loud to help them count). Then team 2 says 3 “SH” while team 3 counts loud, when they reach to number 3 they change the syllable to “TA”. Team 1 counts how many TA where heard.
- Ask the students to work in groups of 3 and find their results in a paper with equations given by the teacher. First group to follow the right procedure wins.
- **USE BODY PERCUSSION.** Techer presents the first number in body percussion i.e. stomp stomp, knees, knees, snap, snap (6). Then ask from students to repeat it and count. When this is achieved ask the students to count with inner voice. Then ask them to count with inner voice the number that is deducted and start counting loud from 1 until they complete the pattern of body percussion given by the teacher.

