

MANCHESTER COLLEGE

Education Department

LESSON PLAN by: Lauren Bailey

Lesson: Yummy Gummy Subtraction Length: 20 minutes

Age or Grade Intended: Kindergarten-Third Grade Mild Interventions Class

Academic Standards:

Math 1.2.1 – Show the meaning of subtraction (taking away, comparing, finding the difference) using objects.

Math 1.2.5 – Understand the meaning of the symbols +, -, and =.

Performance Objects:

Given one-digit subtraction facts the students will be able to give correct answers with eighty percent accuracy.

Advanced Preparation by the Teacher:

Create a worksheet with one-digit subtraction problems

Create bags of gummy bears for each child

Find an overhead

Procedure:

Introduction/Motivation: Show the students a math fact on the overhead using gummy bears. Explain to the students that we will be using gummy bears to help us learn our math facts today.

Step-by-Step Plan:

- Give students their own personal bag of gummy bear. (Intrapersonal Intelligence) Explain that we will be doing math with the gummy bears, so no one should eat the gummy bears yet. But, everyone will be able to eat the gummy bears at the end if they participate.
- Write a subtraction math fact on the board.
- Have students count out the number of gummy bears needed for the problem (i.e. count out 7 gummy bears if the problem is $7-5=?$). (Bodily/Kinesthetic Intelligence) While they are count out on their desk, the teacher can count out on the overhead. (Verbal/Linguistic Intelligence)
- Then tell the students to put 5 gummy bears back in the bag. Ask the students, "How many gummy bears do you have left?" (Knowledge Question).
- Allow the students to continue with the activity using subtraction problems supplied on the subtraction worksheet.
- Some of the questions that should be asked throughout the activity are:
 - What would happen if you took away three gummy bear instead of five gummy bears? (i.e. if the

question is $8-3=5$, now it would be $8-5=3$) ([Synthesis Question](#)).

- What would happen if you took away one more gummy bear? (i.e. if the question is $8-3=5$, now it would be $8-4=4$) ([Synthesis Question](#)).
- What would happen if you added the four gummy bears back into your pile? (i.e. if the question is $8-4=4$, now it would be $8-4+4=8$) ([Synthesis Question](#)).

Closure: Allow the students to eat all of their gummy bears.

Adaptations/Enrichment:

Students with an emotional handicap – These students are given the gummy bears as an incentive for learning the subtraction facts.

Students with a learning disability – These students are able to use the gummy bears as manipulative to figure out the subtraction problems.

Enrichment – Students can try two-digit facts, addition and subtraction together, and multiplication facts with the gummy bears.

Self-Reflection:

I will know that the students have learned their math facts when I collect their worksheet they have used to guide themselves through the lesson.

Original Lesson:

Found at: http://www.education-world.com/a_tsl/archives/03-1/lesson008.shtml

Title: Yummy Gummy Subtraction

Subjects: Mathematics

Grades: Pre K-2

Brief Description:

Use gummy bears to teach your students to subtract.

Objectives:

Students will learn to solve basic subtraction problems (one-digit minus one-digit).

Keywords:

mathematics, math, subtraction, snack, gummy, math, facts

Materials Needed:

gummy bears

chalkboard, chart paper, or dry erase board

chalk or markers

Lesson Plan:

Provide each student with a small bag of gummy bears with his or her name on it. Explain that the gummy bears are not to be eaten -- yet.

Write a subtraction problem on the board. For example:

$$\begin{array}{r} 7 \\ - 4 \\ ---- \end{array}$$

Have students count out 7 gummy bears. Tell them to take away 4 gummy bears and put them back into the bag. How many gummy bears are left?

You might even bring out an overhead projector. Place gummy bears directly on the projector table and do the first problem with your students.

Continue with additional subtraction problems until you feel all students grasp the concept of subtraction...

Present one final subtraction problem: Write a subtraction problem on the board.

For example:

$$\begin{array}{r} 8 \\ - 3 \\ ---- \end{array}$$

As you see that each student has solved the problem correctly, students may eat the 5 gummy bears that represent to solution to the problem.

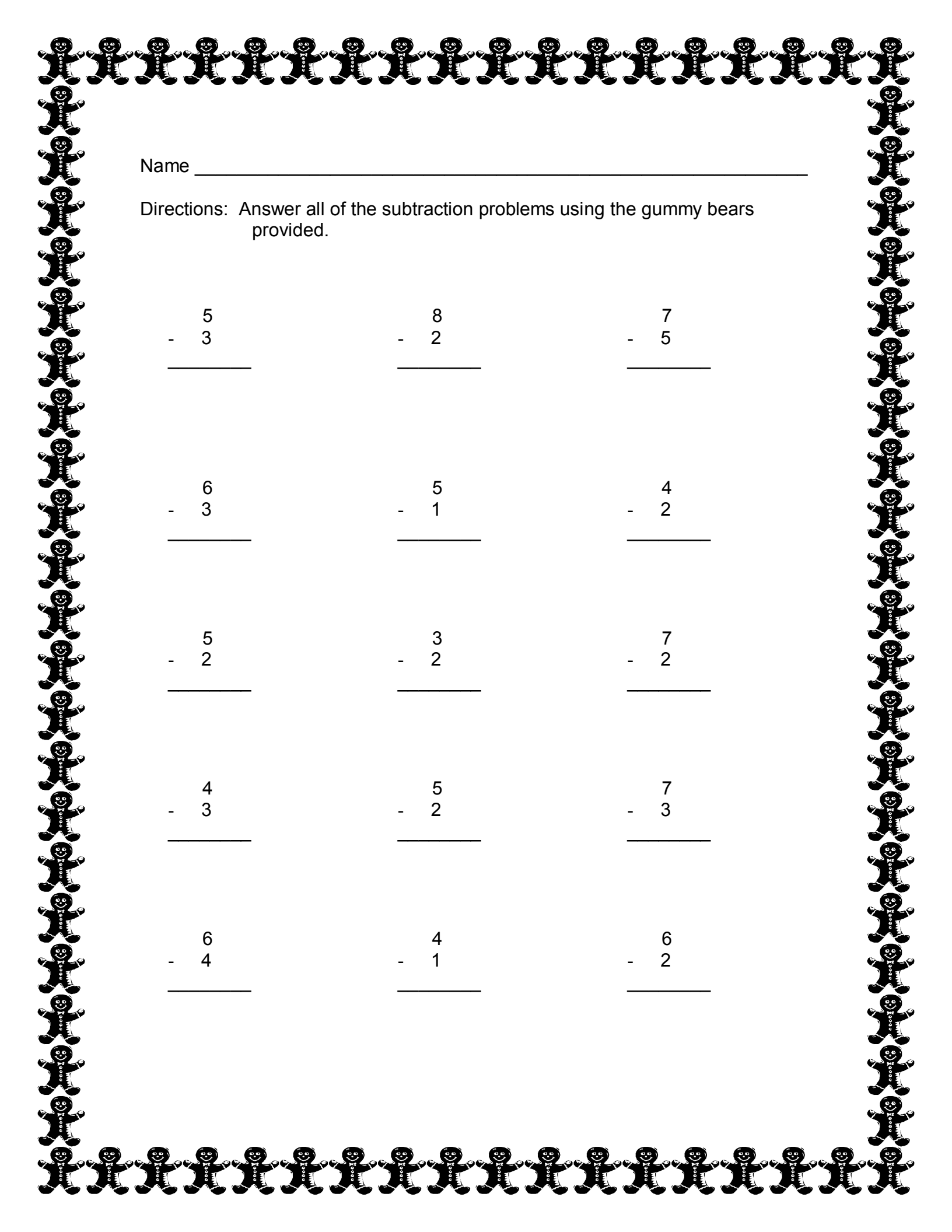
The bag of gummy bears can be used again the next day when your review the lesson. You might bring out the bags for future lessons or you might repeat this activity when you have 10 minutes to fill or when students deserve a special treat.

Assessment:

A simple paper and pencil test, with problems similar to those worked in class will be sufficient. Allow them to use the gummy bears to check their work if you wish.

Submitted By:

Tori Ledlow, Pinson Elementary, Pinson, Alabama



Name _____

Directions: Answer all of the subtraction problems using the gummy bears provided.

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$