

Title: Math Unit: Subtraction

Learning Intention/Description of Learning Activity:

This assessment is for a Math unit, which focused on the topic of Subtraction. Students learned about how using images to cross out or take away helps with subtracting, as well as using number lines and counters. They also learned the first steps to subtracting double digit by single digit equations. The operation or process of finding the difference between two numbers or quantities is known as subtraction. To subtract a number from another number is also referred to as 'taking away one number from another'. Some instances where we use subtraction are while making payments, transferring money to our friends and many more. In mathematics, we have generally used different symbols for different operators. The subtraction symbol “-” is one of the most important math symbols that we use. If we observe this equation: $(6-3=3)$, the symbol (-) between the two numbers is what denotes subtraction. This symbol is also known as the minus (-) sign.

Teacher Comments/Feedback:

NAME is currently at an “developing” level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages in the Math Duo-tang with some one-to-one support. HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE is encouraged to socialize less and instead to focus on completing the task at hand first and to also focus on being able to follow along with the instructions, examples and modelling shown. HE/SHE demonstrated that they can solve subtraction questions using one or two methods such as, a number line, counters, images and/or mental math but struggles when using some methods. HE/SHE still occasionally makes number reversal errors.

Next steps:

Computational fluency develops from a strong sense of numbers. Mental math is remembering answers to questions, which is great but understanding how to prove an answer is more essential. Asking questions such as, how does knowing that 6 take away 4 makes 2 help you understand other ways to subtract from 6? And how many ways can you solve similar questions? (e.g., $4 - 2$, $10 - 8$, or $2 - 0$) Practice using counters, or a number line or drawing simple pictures and crossing them out to represent the methods of solving subtraction questions.

Student Self Reflection:

Proficiency Scale

Emerging	Developing	Proficient	Extending
Just beginning to demonstrate learning in relation to the Learning Standards of the Curriculum	Demonstrating learning in relation to Learning Standards of the Curriculum with growing consistency	Demonstrates the expected learning in relation to the Learning Standards of the Curriculum	Demonstrating learning in relation to Learning Standards with increasing depth and complexity

Emerging	Developing	Proficient	Extending
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