

DAILY LESSON PLAN

Math GRADE:2

(NO.15/19)

INTERNATIONAL **DAILY LESSON PLAN**

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Unit 2: Numbers Operations.

Date: _____

Topic: Division as Successive Subtraction.

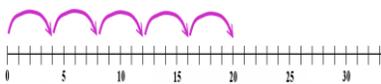
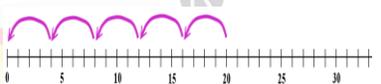
Year Level: 2

Key Learning Area: Division as Successive Subtraction,

Outcomes: Students will be able to use repeated subtraction as a strategy to divide the given numbers.

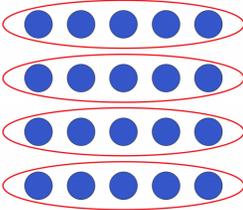
Lesson Structure:

Time	Introduction (Set):	Teaching Approaches
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<p>10 min.</p>	<p>Introduce the Repeated Subtraction. Tell the students that Repeated Subtraction is a method that subtracts the equal number of items from a group, also known as division.</p> <p>Using this method, the same number is subtracted repeatedly from another larger number until the remainder is zero, or smaller than the number being subtracted.</p> <p>Enofrce the conept that using repeated subtraction to find the difference, you are skip-counting backwards.</p> <p>Introduce the symbol of division “÷”</p> <p>Tell students, "Today we are going to practice division related using Repeated subtraction as a strategy to division."</p>	<p>Introduction of Division:</p> <p>Multiplication is like jumps on the number line.</p>  <p style="text-align: center;">$5 \times 4 = 20.$</p> <p>Five jumps of 4 get you to 20.</p> <p>Division is like making jumps of four <u>backwards</u> from 20 till you get to 0:</p>  <p style="text-align: center;">$20 \div 4 = 5. \quad 20 - 4 - 4 - 4 -$ $4 - 4 = 0$</p> <p>Five jumps of 4 get you from 20 till 0.</p>
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LESSON STRUCTURE:

Time	Main Content:	Teaching Approaches
25 min.	<p>Help them observe the link between Subtracting and Division and how Division can help us solve faster.</p> <p>Division Techniques:</p> <p>There are two ways repeated subtraction can be used in order to get the right answer:</p> <ol style="list-style-type: none"> The <i>first method</i> is where the Number is subtracted until the <i>answer is less than the divisor</i>. If you had the question $30 \div 6$ you would subtract 6 from 30 until the answer is less than 6. In this case, after subtracting five times, you would be left with the answer 5. The <i>second way</i> to use division as <i>repeated subtraction</i> is to make a note of how many times you subtracted the divisor. In the question above ($30 \div 6$), 6 was taken away from 30 five times. The answer you would write here would be $30 \div 6 = 6 \text{ r}5$, which translates to 6 with remainder 5 (or five left over). Grouping is another practical way to introduce addition to young children. It involves collecting the number being divided into equal groups, and counting how many groups can be made. The amount in each group is the number being divided by and the number of groups that can be made is the answer to the division. 	<p>Division as Successive Subtraction:</p> <p>Help the students understand the concept of division as repeated subtraction by demonstrating with different objects. e.g.</p> <p>I have 20 sweets. I want to give 4 each to my friends. How many friends will get the sweets?</p> <p>Illustrate it as:</p> $\begin{array}{r l} 20-4= 16, & \\ 16-4= 12 & \\ 12-4= 8, & 20 \div 4 = 5 \\ 8-4= 4, & \\ 4-4= 0 & \end{array}$ <p>We need to subtract 5 times to get to the 0. So answer is 5.</p> <p>Pictorial Division:</p> <p>Use some pictorial groups to elicit the division. Solve the same sum by both methods. Ask your students which process is faster for calculation? Tell them repeated subtraction is time taking that</p>

	<p>Once the students get comfortable with the concept. Help them to solve pages number 95 and 96 of the <i>incredible Mathematics book garde2</i>.</p>	<p>is why we use the division process.</p> <p>Division as Grouping:</p> <p>$20 \div 5 = 4$ 20 divided by 5 gives 4 groups.</p> 
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Time	Conclusion:	Teaching Approaches
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5 min.	<p>The students will understand that repeated subtraction may be used to solve a division problem.</p> <p>The students will understand when using repeated subtraction, start with the total and subtract equal groups until you reach zero.</p> <p>Count the number of times you subtracted to find the answer.</p> <p>The students will understand that when using repeated subtraction to find the answer, you are skip-counting backwards</p>	<p>Review the lesson with the students.</p> <p>Ask students, “What did we learn about Division today”?</p> <p>Ask for questions.</p>
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Resources:

Writing board, chalk/marker, color pencils, sticky notes, Pinned or tables written on the chart paper, Incredible Mathematics Grade 1 book, notebooks etc.

Safety Consideration/ Materials

None

Assessment

Related worksheets
Board test
Mind games.
Quiz etc.

Reflection

Students have understood that:

Repeated subtraction may be used to solve a division problem.

When using repeated subtraction, start with the total and subtract equal groups until you reach zero. Count the number of times you subtracted to find the answer.

When using repeated subtraction to find the answer, you are skip-counting backwards

