

Facilitation Guide



10-15 Min
Small Group



Digital Guide

ARTS EVERY DAY
IN BALTIMORE CITY PUBLIC SCHOOLS

Clap. Snap. Stomp. Subtract!



ROUTINE OVERVIEW

In this teacher-led small group activity, students create and perform body percussion patterns using clapping, stomping, and snapping to represent and solve subtraction equations within 10.

Maryland Standards

MARYLAND STATE MATH STANDARDS

- **K.AT.A.1** – Represent addition and subtraction situations (presented with numerals or mathematical symbols) within 10 with objects, fingers, drawings, sounds (e.g., claps), acting out situations, using verbal explanations, and/or writing expressions and equations
- **K.AT.A.2** – Solve addition and subtraction problems in context (add to, take from, put together/take apart) within 10 and represent by using objects, drawings, and/or equations

MARYLAND ARTS STANDARDS

- **MU.AS1.1:P-2:1** – Generate musical ideas for an artistic purpose, using appropriate technology as available.
- **DA.AS3.E:P-2:2** – Use information from created work to vary it using the BEST principles. Clearly communicate choices.



Not in MD? View [National Standards in the Digital Guide](#)

Getting Ready ★ REVEAL MATH: Kinder: 7-4

ARTS INTEGRATED LEARNING OBJECTIVE: I can use body percussion patterns (with clapping, stomping, and snapping) to show subtraction as taking away within 10.

MATH DOMAIN:

Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Represent and Solve Subtraction problems
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WHAT'S BEFORE: Solve subtraction problems within 10

WHAT'S NEXT: Solve subtraction problems when the total, both parts, and one part is unknown (Grade 1)

MATERIALS

- Dry erase surface & marker
- [Visual Percussive Cards](#)
- Pencil
- [Attached worksheet for student recording](#)
- [Student Self Assessment of Skill](#)

MATH SKILL: Represent and solve subtraction situations within 10

ART SKILL: Creating rhythmic patterns using body percussion

Facilitation Guide

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TEACH

Facilitation Steps

This activity should be completed in a teacher-led small group.
Facilitation time: 15–20 minutes

Before the Lesson

- Prepare Visual Percussive Cards before the lesson
- Prepare / copy student recording sheets
- Seat students where they have enough space to safely perform body percussion while remaining in their seats or standing beside them. This can be done at a small group table.
- Begin with numbers within 5. Only move to within 10 when students begin to demonstrate understanding

Introduce the skill and state the “why”

"Today we are going to use our bodies to help us solve subtraction problems! We know subtraction means taking away. We will use claps, stomps, and snaps (body percussion movements) to show a subtraction story. *Every one sound/movement = one beat.*"

Review the visual cue cards

Ask: "What does subtraction mean?"

Possible Student Response:

"It means take away."

"It means some are gone."

"It means less."

"You start with some and then take some away."

"The number gets smaller."

"You lose some."

"What happens when we take something away?"

Possible Student Response:

"There are fewer left."

"The number gets smaller."

"Some are gone."

"We have less."

"The total changes."

"We count what's left."

Model the activity

"Watch how my sounds can tell a subtraction story."

Place the 5 clap visual percussion cards on the table.

Example 1 (Within 5)



TEACH

Facilitation Steps

"I start with 5 claps." Perform all five claps together.

Remove one clap card. Perform the action of "taking it away."



"I took away 1 clap." Perform the remaining 4 claps.

Ask:

"How many claps are left?"

"What subtraction equation matches?"

Student response: $5 - 1 = 4$

"How do we know what numbers to put in the equation?"

"Let's try another one together"



Perform the pattern. Remove the last clap card.

Perform the remaining pattern.

Ask:

"How many beats are left?"

"What changed?"

Student response: $4 - 1 = 3$

Emphasize:

"When we remove a beat, it shows we are taking something away, just like subtraction."

Guided Practice: *If students demonstrate understanding, challenge to represent problems within 10. If not, stay within 5.*

Give each student a set of visual cue cards.

Present a subtraction problem within 5 (or 10 based on student understanding)

Build a five-beat or ten-beat pattern using any combination of clap, stomp, and snap cards.

Perform the complete pattern together. (Make sure to guide students through this process. Everyone should have the same beat for this practice)

Repeat with several examples:

TEACH

Facilitation Steps

Examples of problems to complete within 5:

$2 - 1 = 1$
 $3 - 1 = 2$
 $3 - 2 = 1$
 $4 - 1 = 3$
 $4 - 2 = 2$
 $4 - 3 = 1$
 $5 - 1 = 4$
 $5 - 2 = 3$
 $5 - 3 = 2$
 $5 - 4 = 1$

Examples of problems to continue to complete within 10:

$6 - 1 = 5$
 $6 - 2 = 4$
 $6 - 3 = 3$
 $7 - 1 = 6$
 $7 - 2 = 5$
 $7 - 3 = 4$
 $7 - 4 = 3$
 $8 - 1 = 7$
 $8 - 2 = 6$
 $8 - 3 = 5$
 $8 - 4 = 4$
 $9 - 1 = 8$
 $9 - 2 = 7$
 $9 - 3 = 6$
 $9 - 4 = 5$
 $9 - 5 = 4$
 $10 - 1 = 9$
 $10 - 2 = 8$
 $10 - 3 = 7$
 $10 - 4 = 6$
 $10 - 5 = 5$

Independent Practice

Students create their own rhythmic pattern. Share with the group and record thinking on the subtraction worksheet.

Encourage students to solve each other's subtraction problems.

Closing

Bring students back together.

Ask: "How did removing a beat help us show subtraction?"

Possible Student response: "It showed taking away."

"It made the pattern smaller."

"We had fewer beats."

"It helped us see what was left."

"It showed subtraction."

TEACH

Facilitation Steps

"How did the sounds help you solve the problem?"

Possible Student response: "I could count the beats."

"The sounds helped me keep track."

"I knew how many were left."

"It was easier to see the answer."

"I could hear the subtraction."

"What did you notice when the pattern got shorter?"

Possible Student response: "There were fewer beats."

"The number got smaller."

"Some beats were gone."

"There was less to count."

"It matched the subtraction story."

End by reinforcing:

"Today we used sounds, movement, and equations to show subtraction. We used our bodies to help us understand what it means to take away."

Provide students with self-assessment to reflect on understanding of the given skill.

Assessment & Reflection

Teacher will informally observe students as they complete the given activity. Teacher can formally check for understanding through completion of the subtraction worksheet.

Teacher can provide students with this small group self-assessment to reflect on their understanding.



SELF-ASSESS

TEACH

Differentiation

Differentiation for this activity should focus on providing supports and extensions within the intervention rather than creating a separate intervention.

Accommodations and Adaptations

- Reduce the total number of beats to 5 for students who need additional support before progressing to 10. This can also be done without requiring a given equation.
- Model each body percussion pattern first using a gradual release approach ("I do, We do, You do").
- Provide visual cue cards (clap, stomp, snap) to support memory and sequencing.
- Allow students to use fingers or manipulatives alongside the rhythmic patterns to reinforce the connection between movement and subtraction.
- Encourage students to verbalize the subtraction action using sentence stems such as, "I started with _____. I took away _____. I have _____ left."

Extension

- Increase complexity by representing and solving subtraction situations within 20 using body percussion and writing corresponding equations. Students can compare multiple subtraction strategies and explain how the rhythmic pattern matches the equation. (1.OA.A.1)
- Challenge students to create their own rhythmic subtraction story for a partner to solve.