

<b>Grade 1</b>	<b>Lesson: 2-5</b> <b>Stories About Taking Away</b>	Reference to English
<b>Math Standard(s): 1.OA.1 &amp; 1.OA.4</b> <b>Domain: Operations and Algebraic Thinking</b>		
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
Students will tell and act out stories about taking away to find out how many are left. <i>I can tell and act out stories about taking away.</i>		Students will say the subtraction sentence while subtracting objects. <i>I can say the subtraction sentence while subtracting.</i>
<b>Essential Understanding:</b> Taking away parts from a whole is one interpretation of subtraction. Subtraction number sentences can be used to show taking-away subtraction situations.		<b>Academic Vocabulary for Word Wall:</b> <b>Listen:</b> take away, answer <b>Read:</b> <b>Write:</b> <b>Speak:</b> take away
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Connecting cubes</li> <li>• Whiteboards and dry erase markers</li> <li>• Guided Practice page 58-58</li> <li>• Problem Solving page 60</li> </ul>		<b>Additional Lesson Vocabulary:</b> Ducks, fly, flew, pails
<b>Lesson: Stories About Taking Away</b>		<b>Instructional Time: 35 minutes</b>
<b>Opening: (2 minutes)</b> <b>T: "You have learned how to write a subtraction sentence to show how to find a missing part. I have 8 cubes, I take away 3."</b> <ul style="list-style-type: none"> <li>• Use connecting cubes as you do this problem.</li> <li>• Write the subtraction sentence on the board.</li> </ul> <b>T: "Show me with your fingers how many cubes are left."</b> <b>S: will show 5 with their fingers.</b> <b>T: "You are right! Today, you will learn how to write a subtraction sentence to describe a story about taking away."</b> <ul style="list-style-type: none"> <li>• Distribute the connecting cubes to the students (8 cubes for each student).</li> </ul> <b>T: "You can use connecting cubes to show stories about addition. For example, there are 3 ducks in a pond."</b> <ul style="list-style-type: none"> <li>• The teacher will put 3 cubes together to make a train.</li> </ul> <b>T: "Then 2 more ducks arrive."</b> <ul style="list-style-type: none"> <li>• The teacher will add 2 more cubes to the train.</li> </ul> <b>T: "How many ducks do we altogether?"</b> <b>S: will say "5".</b> <b>T: "Let's count the cubes together."</b> <b>S: will say 1, 2, 3, 4, 5</b> <b>T: "You are right. There are 5 ducks in the pond."</b>		
<b>Introduction to New Material (Direct Instruction): (8 minutes)</b> <b>T: "Here is another story you can show using connecting cubes. 6 ducks are swimming in a pond. So, put 6 cubes together to make a train."</b> <ul style="list-style-type: none"> <li>• The teacher will put 6 cubes together in a train.</li> </ul> <b>T: "2 of the ducks fly away. Take 2 cubes away. How many ducks are left in the pond?"</b> <ul style="list-style-type: none"> <li>• The teacher will take off 2 of the cubes.</li> </ul> <b>S: will say "4".</b> <b>T: "Let's count the cubes together."</b> <b>S: will say "1, 2, 3, 4."</b> <b>T: "You are right. There are 4 ducks left in the pond."</b> <ul style="list-style-type: none"> <li>• Write a blank subtraction sentence on the board.</li> </ul> <b>T: "Let's write a subtraction sentence to go with this story. Who can fill in the blanks on the subtraction sentence? What number goes in the first blank? Show me with your fingers."</b> <b>S: will show 6 with their fingers.</b> <b>T: "Correct, 6 goes in the 1<sup>st</sup> blank. What number goes in the second blank? How many ducks flew away? Tell your neighbor."</b> <b>S: will tell their neighbor and say "2" or "2 ducks"</b> <b>T: "Let's read our subtraction sentence so far, <math>6 - 2 = \underline{\quad}</math>. What is the difference? Raise your hand."</b> <ul style="list-style-type: none"> <li>• Don't call on a student until all the student's hands are raised.</li> </ul> <b>S: will say, "4"</b> <b>T: "Yes, 4 is the different. Let's say the subtraction sentence together. <math>6 - 2 = 4</math>. Now say it to your neighbor."</b> <b>S: will turn to their neighbor and say, "<math>6 - 2 = 4</math>."</b>		

**Guided Practice: (13 minutes)**

*Use the modeling cycle:*

Teacher Does:

**T: "Today you are going to work with a partner to make-up some stories about taking away."**

- The teacher needs to check and make sure each child has 8 connecting cubes.

**T: "7 ducks are in a pond. So, put 7 cubes together to make a train."**

- The teacher will put 7 cubes together in a train.

**T: "What do these 7 cubes show?"**

S: will say "ducks."

**T: "3 of the ducks fly away. So, take away 3 of the cubes away. How many ducks are left in the pond? Tell your neighbor."**

- The teacher will take off 3 of the cubes.

S: will say to their neighbor, "4".

**T: "Let's count the cubes together."**

S: will say "1, 2, 3, 4."

**T: "You are right. There are 4 ducks left in the pond. Let's write a subtraction sentence to go with this story. Tell your neighbor the subtraction sentence."**

S: will say to their neighbor, " $7 - 3 = 4$ ."

- The teacher will write the number sentence on the whiteboard as the student says it aloud.

**T: "Let's say it together,  $7 - 3 = 4$ ."**

S: will say "7 minus 3 equals 4."

**T: "What number is the answer to the story's questions?"**

S: will say "4".

Student Does with Teacher:

**T: "I need a student to help me."**

- Pick a student to come up and demonstrate the activity with the teacher.

**T: "We are going to do this activity together. How many ducks are we going to start with?"**

S: will say \_\_\_\_.

- Teacher writes a \_\_\_\_ on the whiteboard. Teacher makes a train with \_\_\_\_ cubes.

**T: "How many ducks are going to fly away?"**

S: will say \_\_\_\_.

- Break off \_\_\_\_ cubes and cover them with a paper.

**T: "How many ducks are left in the pond?"**

S: will say "\_\_\_\_\_".

**T: "Let's count the cubes together."**

- Count the number of cubes left on the train.

**T: "You are right. There are \_\_\_\_ ducks left in the pond. We need to write a subtraction sentence to go with this story. Help me fill in the blanks for the number sentence for this story?"**

S: will say " $\_\_\_ - \_\_\_ = \_\_\_$ ."

- The teacher will write the number sentence on the whiteboard as the student says it aloud.

**T: "Let's read the subtraction sentence?"**

S: will say " $\_\_\_$  minus  $\_\_\_$  equals  $\_\_\_$ ."

**T: "Let's all say it together."**

S: will say, " $\_\_\_$  minus  $\_\_\_$  equals  $\_\_\_$ ."

**T: "What number is the answer to the story's questions?"**

S: will say "\_\_\_\_\_".

**T: "Great job! Now it would be my turn, but I want to other students to come up. You may sit down."**

2 Students Do:

- The teacher will write  $\_\_\_ - \_\_\_ = \_\_\_$  on the whiteboard.

**T: "I need 2 students to help me. Raise your hand if you want to help me."**

- Teacher will choose 2 students.

**T: "You two are going to demonstrate this activity for us today. Student #1 will think of and share a taking-away story about ducks in a pond. Student #2 will model it using connecting cubes. Then the two of you will work together to write the subtraction number sentence on the whiteboard. Don't forget to read it!"**

S: #1 will tell a story about taking away

S: #2 will model the story using the connecting cubes.

- The two students will write a subtraction number sentence on their whiteboard. Then the students will read the subtraction

number sentence aloud.

- Teacher will prompt the students as needed.

**T: "Thank you for helping. You two may go back to your seats."**

All Students Do:

**T: "Now you all know how to do the activity. I am going to separate you into pairs. When I say your name, come and get a whiteboard and a dry erase marker. You will have 5 minutes to do this activity with your partner. When I clap my hands I want your attention on me."**

- As the teacher calls on the students they will come up and get their whiteboards and dry erase markers.
- Teacher will walk around the classroom as the students do the activity and make sure they are on task.

**T: (Clap to get their attention.) "You have 10 seconds to put your supplies away and sit at the carpet. 10,9,8,7,6,5,4,3,2,1. Good, you all made it."**

**Independent Practice: (10 minutes)**

**T: "Now it is your turn to do it on your own. Each of you will be given this worksheet. Let's do the first problem together."**

- Pass out guided practice page 58-59.
- The teacher will read problem #1 on page 58 to the students.

**T: "How many pails does Dan have?"**

S: will say "6".

**T: "Trace the 6 on number 1. Now look at the picture. How many pails did Dan give Sue? Tell your neighbor."**

S: will say to their neighbor, "2".

**T: "Trace the 2 on number 1. How many pails does Dan have left? Show me with your fingers."**

S: will show "4".

**T: "Trace the 4. Now it is your turn to do problems #2, 3, 4, and 5. You will have 4 minutes, when I clap my hands come back to the carpet."**

- Students will get to work finishing pages 58-59. As they are working independently the teacher will walk around the room asking students to answer questions and check for any misconceptions.
- Teacher claps hands and students return to the carpet. Do problems 6, 7, and 8 on the problem solving page together.

**Closing: (2 minutes)**

- Collect the papers and bring the class together on the floor.

**T: "Great job today! Let's look at question #4."**

- The teacher will read problem #4 on page 59 to the students.

**T: "How many children were playing on the slide?"**

S: will say "9".

**T: "How many children went to the swings?"**

S: will say "6".

**T: "How many children are left on the slide?"**

S: will say "2".

**T: "Great job today!"**

**Assessment:**

**Guided Practice**