

Grade 1	Lesson: 2-6 Stories About Comparing	Reference to English
Math Standard(s): 1.OA.1 & 1.OA.6 & 1.OA.8		Domain: Operations and Algebraic Thinking
Content Objective(s):		Language Objective(s):
Students will tell and act out comparing stories to find how two groups are different. <i>I can tell and act out stories about comparing.</i>		Students will say the subtraction sentence. <i>I can say the subtraction sentence.</i>
Essential Understanding: Comparing two quantities to find how much more/less one quantity is than the other one interpretation of subtraction. Subtraction number sentences can be used to show comparison subtraction situations.		Academic Vocabulary: Listen: compare, 10 Read: Write: Speak: compare, 10, more Sentence Frame: The difference is _____.
Materials: <ul style="list-style-type: none"> <li>Connecting cubes (10 red and 10 blue per group of 3)</li> <li>Whiteboards and dry erase markers</li> <li>Guided Practice page 62-63</li> <li>Problem Solving page 64</li> </ul>		Language and Word Wall: minus, equals, marbles (can change to balls), cars, driving, red, blue, taller
Lesson: Stories About Comparing		Instructional Time: 40 minutes
<p><b>Opening: (2minutes)</b></p> <p><b>T: "You have learned how to write subtraction sentences to describe stories about taking away. Today, you will learn how to write subtraction sentences to compare two groups."</b></p> <ul style="list-style-type: none"> <li>Draw two groups of balls on the board. One group needs to have more than the other group.</li> </ul> <p><b>T: "What does it mean to have more of something, such as marbles (balls)? Look at these two groups of balls drawn on the board. Point at the group that has more balls."</b></p> <p>S: will point at the group with more balls.</p> <p><b>T: "Good job, this group has more balls. How many more? Let's count how many balls are in each group."</b></p> <p>S: will count the number of balls in each group.</p> <ul style="list-style-type: none"> <li>Teacher will write the amount on the board below each group.</li> </ul> <p><b>T: "This group has ___ balls, the other group has ___ balls. What is the difference? Tell your neighbor."</b></p> <p>S: will say to their neighbor the difference between the two groups.</p> <p><b>T: "Let's put numbers into a subtraction sentence, ___ - ___ = _____. How many more does group 1 have?"</b></p> <p>S: will say the difference.</p> <p><b>T: Let's say the subtraction sentence together. ___ - ___ = ____.</b></p> <p><b>Introduction to New Material (Direct Instruction): (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Display a tower of 6 red connecting cubes and a tower of 4 blue connecting cubes.</li> </ul> <p><b>T: "Are there more blue cubes or red cubes? Tell your neighbor."</b></p> <p>S: will say to their neighbor, "red cubes."</p> <p><b>T: "How many more?"</b></p> <p>S: will say "2".</p> <p><b>T: "Let's count together, 1,2,3,4,5,6 red cubes. I will write it in the subtraction sentence."</b></p> <p>S: will count with the teacher.</p> <p><b>T: "How many blue cubes are there? Count with me, 1,2,3,4. 4 blue cubes, let me write that down."</b></p> <p>S: will count with the teacher.</p> <p><b>T: "Look at our subtraction sentence. <math>6 - 4 = \underline{\quad}</math>. How many more red cubes are there?"</b></p> <p>S: will say, "2".</p> <ul style="list-style-type: none"> <li>Hold the tower of red cubes next to the tower of blue cubes, so that the students can compare the 2 towers.</li> </ul> <p><b>T: "You compare two groups to find the difference. Let's fill in the rest of the sentence. <math>6 - 4 = 2</math>. Say it with me."</b></p> <p>S: will say, "<math>6 - 4 = 2</math>" with the teacher.</p> <p><b>Guided Practice: (15 minutes)</b></p> <p><u>Use the modeling cycle:</u></p> <p><u>Teacher Does:</u></p> <ul style="list-style-type: none"> <li>Distribute the connecting cubes and present a story.</li> </ul> <p><b>T: "Lori sees several cars driving on the road. She sees 6 red cars and 4 blue cars. Lori wants to know how many more red cars drive by than blue cars."</b></p>		

- Show a tower with 6 red cubes.

**T: "The 6 red cubes represents the 6 red cars."**

- Show a tower with 4 blue cubes.

**T: "The 4 blue cubes represent the 4 cars."**

- Put the two towers next to each other.

**T: "Which group is taller?"**

S: will say "red".

- Point to the top of the tower with 6 cubes.

**T: "There are 2 more cubes in the red tower. So we know that there are 2 more red cars. Let's write a subtraction sentence that shows how the towers compare."**

- Write a blank subtraction sentence on the board.

**T: "How many red cars are there?"**

S: will say, "6"

**T: "Correct, I will write 6 on the first blank."**

**T: "How many blue car are there? Tell your neighbor."**

S: will tell their neighbor, "4".

**T: "Show me with your fingers, how many blue cars?"**

S: will show 4 with their fingers.

**T: "I will write 4 on the next blank. And what is the difference between 6 and 4?"**

S: will say, "2".

**T: "Good job, now please read the subtraction sentence with me.  $6 - 4 = 2$ ."**

S: will read  $6 - 4 = 2$  with the teacher.

**T: "The difference between 6 cubes and 4 cubes is 2 cubes."**

Student Does with Teacher:

**T: "I need two students to help me."**

- Pick two students to come up and demonstrate the activity with the teacher.

**T: "I am going to think of a comparing story that uses numbers less than 10."**

- Draw the picture of this story on the board.

**T: "There are 5 cats with polka dot hats. (draw 5 polka dot hats) There are 2 cats with striped hats. (draw 2 striped hats) How many more polka dot hats than striped hats are there?"**

**T: "I want my first volunteer to model that story using connecting cubes and tell the difference."**

S: #1 will make a tower with 5 red cubes and a second tower with 2 blue cubes.

S: #1 will say, "the difference is 3."

**T: "Great job! Now I want my second volunteer to write the subtraction number sentence for this problem on the whiteboard."**

S: #2 will write  $5 - 2 = 3$  on the whiteboard.

S #2: will say, "5 minus 2 equals 3."

**T: "Great job!"**

3 Students Do:

**T: "I need 3 students to help me. Raise your hand if you want to help me."**

- Teacher will choose 3 students.

**T: "You three are going to demonstrate this activity for us today. Student #1 will think of a comparing story using the 10 connecting cubes. Student #2 will model that story using connecting cubes and tell the difference. Student #3 will write the subtraction number sentence for this problem on the whiteboard."**

S: #1 will tell a comparing story "there are 4 green cubes and 2 red cubes."

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

S: #3 will write the subtraction sentence for this problem on the whiteboard.

**T: "Thank you for helping. You three 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 groups of three. 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."**

**T: "Each of you will do every task once."**

- 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 62-63.
- The teacher will read problem #1 on page 62 to the students.

**T: "How many frogs did Peggy draw? Tell your neighbor."**

S: will say to their neighbor, "6".

**T: "Trace the 6 on number 1. Now look at the picture. How many frogs did Mike draw? Show me with your fingers."**

S: will show "3".

**T: "Trace the 3 on number 1. How many more frogs did Peggy draw than Mike?"**

S: will say "3".

**T: "Trace the 3. 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 62-63. 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, 8, and 9 on the problem solving page together.

**Closing: (3 minutes)**

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

**T: "Great job today! Let's look at question #3."**

- The teacher will read problem #3 on page 63 to the students.

**T: "How many ducks did Kelly see? Tell your neighbor."**

S: will say to their neighbor, "8".

**T: "How many ducks did Diego see? Show me with your fingers."**

S: will show "6".

**T: "How many more ducks did Kelly see than Diego?"**

S: will say "2".

- If students are having a hard time with this problem, then use cubes to make towers. Compare the towers.

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

**Assessment:**

**Guided Practice**