

Grade 1	Lesson: 2-8 All Kinds of Subtraction Stories	Reference to English
Math Standard(s): 1.OA.1 & 1.OA.4 & 1.OA.6		Domain: Operations and Algebraic Thinking
Content Objective(s):		Language Objective(s):
Students will write subtraction sentences to represent different kinds of subtraction stories. <i>I can write subtraction sentences.</i>		Students will tell a subtraction story using the sentence frame. <i>I can tell a subtraction story about cubes.</i>
Essential Understanding: There are different interpretations of subtraction. Subtraction number sentences can be used to show each interpretation.		Academic Vocabulary for Word Wall: Listen: fewer Read: Write: Speak: Sentence Frame: There are ___ (number) ___ color (cubes). I took ___ (number) away, how many are left?
Materials: <ul style="list-style-type: none"> Connecting cubes (9 per group) Whiteboards and dry erase markers Guided Practice page 70-71 Problem Solving page 72 		Additional Lesson Vocabulary: Take Away, tower, taller, balloons, carrots
Lesson: All Kinds of Subtraction Stories		Instructional Time: 40 minutes
<p>Opening: (2minutes)</p> <p>T: "You have learned how to write subtraction sentences to describe different kinds of stories. Today, you will practice using cubes or pictures and writing subtraction sentences to describe these different kinds of stories."</p> <ul style="list-style-type: none"> Put 4 red cubes down in a pile. Put 3 blue cubes together in a pile. <p>T: "We want to find how many more red cubes than blue cubes. What can we do to solve this problem?"</p> <ul style="list-style-type: none"> If students can't come up with the words, prompt them with a variety of answers and have them pick one. <p>S: will say "compare" or "subtract"</p> <p>T: "To compare the cubes we will put them into towers."</p> <ul style="list-style-type: none"> Put 4 red cubes together in a tower. Put 3 blue cubes together in a tower. <p>T: "Which tower is taller? Tell your neighbor."</p> <p>S: will say to their neighbor, "red" or "the red tower."</p> <p>T: "How many more red cubes than blue cubes? Write it in the air."</p> <p>S: will write "1" in the air.</p> <p>Introduction to New Material (Direct Instruction): (5 minutes)</p> <ul style="list-style-type: none"> Pass out 9 connecting cubes per child. Also, have students get whiteboards and a dry erase marker. <p>T: "Here is a story you can show using your cubes. Susie had 7 balloons everyone show me 7 balloons (or cubes)."</p> <p>S: will show 7 cubes.</p> <p>T: "Then she gave some balloons to her friends. Now Susie has 4 balloons. Take away 4 balloons."</p> <p>S: will take away 4 balloons.</p> <p>T: "How many balloons did Susie give to her friend? How many balloons are left in your hand? Write the number on your board."</p> <ul style="list-style-type: none"> Make sure the students have their connecting cubes out to use. <p>T: "How many balloons did Susie start out with?"</p> <p>S: will say "7".</p> <p>T: "How many balloons did Susie end up with?"</p> <p>S: will say "4".</p> <ul style="list-style-type: none"> Have the students disconnect 4 cubes to show the number of balloons Susie ended up with. Guide the students to connect more cubes to the 4 cubes to get 7, the number of balloons Susie gave away. <p>T: "How many more cubes did you need to make 7? Tell your neighbor."</p> <p>S: will say to their neighbor, "3".</p> <ul style="list-style-type: none"> Guide children to write $7 - 4 = 3$ on their whiteboards. Write a blank subtraction sentence on the board. <p>T: "Help me fill in the blanks on this subtraction sentence. What goes in the first blank?"</p> <p>S: will say "7"</p> <p>T: "You are right! 7 - ___? What goes in the second blank? Don't forget to write it on your whiteboard."</p>		

S: will write $7 - 4$ on their whiteboard.

T: **"What goes on the last blank. Write it and then we will say it together."**

S: will write and then say "7 minus 4 equals 3."

Guided Practice: (15 minutes)

Use the modeling cycle:

Teacher Does:

T: **"Let's look at another subtraction story. Kim has 7 carrots. Bob has 4 fewer carrots than Kim. How many carrots does Bob have?"**

- Students should already have connecting cubes out.

T: **"How many carrots does Kim have? Show with your fingers."**

S: will show "7".

T: **"Connect 7 cubes."**

S: will connect 7 cubes.

T: **"What is the missing part?"**

S: will say "Bob's."

T: **"How many fewer carrots does Bob have than Kim?"**

S: will say "4".

T: **"Take away 4 cubes."**

S: will take away 4 cubes.

T: **"How many cubes are left? Tell your neighbor. Then write the whole subtraction sentence on your board."**

S: will say to their neighbor, "3".

- Guide the children to write $7 - 4 = 3$.

T: **"Read the subtraction sentence with me."**

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

T: **"How many carrots does Bob have?"**

S: will say "3".

Students Do with Teacher:

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

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

T: **"I am going to tell you another subtraction story. There are 8 flowers in Michelle's garden. Show me 8 cubes."**

S: will connect 8 cubes.

T: **"Some are roses and some are daisies. If 4 are roses, how many are daisies? What will you do?"**

T: **"I want you to model this subtraction story using the connecting cubes."**

- The student volunteer will connect 8 cubes to show the number of flowers in Michelle's garden.

T: **"How many of the flowers are roses?"**

S: will say "4."

T: **"There are 8 flowers, 4 of them are roses, how many daisies? What will you do?"**

S: will take away 4 cubes.

T: **"How many cubes are left?"**

S: will say "4".

T: **"Help me fill in the blanks on this subtraction sentence. What number goes first?"**

S: will say "8"

T: **"Good, write it in. Fill in the rest of the subtraction sentence."**

S: will fill in the subtraction sentence, $8 - 4 = 4$.

T: **"Please read the subtraction sentence?"**

S: will say "8 minus 4 equals 4."

T: **"How many daisies does Michelle have in her garden?"**

S: will say "4".

T: **"Great job!"**

2 Students Do:

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

- Teacher will choose 2 students.
- Guide Student in the story as needed.

T: **"You two are going to demonstrate this activity for us today. Student #1 will think of and share a subtraction story. Student #2 will model the story problem using the connecting cubes. Then the two of you will work together to create a subtraction**

sentence and write it on the whiteboard.”

S: #1 will tell a subtraction story (“there were 5 cubes, I take way 3, how many are left?”)

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

- Then both students will write the subtraction sentence for this problem on the whiteboard.

T: “Thank you. Then you will switch jobs.”

S: #2 will tell a subtraction story (“there were 5 cubes, I take way 3, how many are left?”)

S: #1 will model the subtraction story using the connecting cubes.

- Then both students will write the subtraction sentence for this problem on the whiteboard.

T: “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 groups of two. When I say your name take your supplies and find a place to sit with your partner. You will have 5 minutes to tell two stories each and write 4 subtraction sentences with your partner.”

T: “Make sure you are switching roles, so that you each have an opportunity to think of a missing parts story. When I clap my hands I want your attention on me.”

- As the teacher calls on the students they find a place in the classroom to work with their partner.
- 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: (15 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 70-71.
- The teacher will read problem #1 on page 70 to the students.

T: “How many children were in the park? Tell your neighbor.”

S: will say to their neighbor, “7”.

T: “Write the number 7 on the first line. How many children went home?”

S: will say “5”.

T: “Write the number 5 on the line after the minus sign. How many children were left? Write it on the carpet.”

S: will write on the carpet, “2”.

T: “Write the number 2 after the equals sign. There were 2 children left at the park. Now it is your turn to do problems #2, 3, 4, 5, and 6. You will have 5 minutes, when I clap my hands come back to the carpet.”

- Students will get to work finishing pages 70-71. 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 7, 8, 9, and 10 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 #4.

- The teacher will read problem #4 on page 71 to the students.

T: “How many swans swam in the pond? Show me with your fingers.”

S: will show “9”.

- Make a tower with 9 cubes.

T: “How many geese swam in the pond?”

S: will say “6”.

- Make a tower with 6 cubes.

T: “How many fewer geese than swans swim in the pond? Tell your neighbor.”

S: will say to their neighbor, “3”.

- Put the two towers next to each other.

T: “There are 3 less cubes in this tower. So we know that there are 3 fewer geese than swans. Great job today!”

Assessment:

Guided Practice