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| Grade 1 | Lesson: 4-6 Subtracting with 0, 1, 2 | Reference to English |
| Math Standard(s): 1.OA.1, 1.OA.5 & 1.OA.6 | | Domain: Operations and Algebraic Thinking |
| Content Objective(s): | | Language Objective(s): |
| Students will master concepts of 0 less than, 1 less than, and 2 less than when subtracting 0, 1, or 2. <i>I can subtract with 0, 1, and 2.</i> | | Students will speak the words 0-less-than, 1-less-than, and 2-less-than <i>I can speak the words of 0-less-than, 1-less-than, and 2-less-than.</i> |
| Essential Understanding: The number relationships of 0-less-than, 1-less-than, and 2-less-than are the basis for subtraction facts with a 0, 1, and 2. | | Academic Vocabulary for Word Wall: Listen: 0-less-than, 1-less-than, and 2-less-than, fewer, more Read: less than Write: Speak: 0-less-than, 1-less-than, and 2-less-than |
| Materials: <ul style="list-style-type: none"> Counters (10 per child) Whiteboards and dry erase markers Guided Practice page 138-139 Problem Solving page 140 | | Additional Lesson Vocabulary: 0-less-than, 1-less-than, and 2-less-than, fewer, more, grab, counters, ten-frame |
| Lesson: Subtracting with 0, 1, 2 | | Instructional Time: 40 minutes |
| <p>Opening: (2 minutes)</p> <ul style="list-style-type: none"> Pass out whiteboards, erasers, and markers. <p>T: “You have learned how to add 0, 1, and 2. Today you will learn how to subtract 0, 1, and 2.”</p> <ul style="list-style-type: none"> Bring 9 children to the front of the class. Have the class count them. Write 9 on the board. Make sure the students understand fewer and more. <p>T: “If the number you want is 1 fewer than 9, how many children must sit down?”</p> <p>S: will say “1”.</p> <p>T: “I need you to sit down.”</p> <ul style="list-style-type: none"> Have one student sit down. <p>T: “How many students are still standing?” (count with the students) “Tell your neighbor.”</p> <p>S: will say to their neighbor, “8”.</p> <p>T: “What is the subtraction sentence that goes with this? We started with 9, 1 student sat down and now we have 8 students. Let’s write the subtraction sentence together.”</p> <p>S: will write $9 - 1 = 8$ on their whiteboards.</p> <ul style="list-style-type: none"> The teacher will write this number sentence on the whiteboard. <p>T: “I need you to stand back up.”</p> <ul style="list-style-type: none"> Have the student that sat down stand back up. <p>T: “How many students do we have standing up here?” (count with students) “Tell your neighbor.”</p> <p>S: will say “9”.</p> <p>T: “If the number you want is 2 fewer than 9, how many children must sit down?”</p> <p>S: will say “2”.</p> <p>T: “I need you to sit down.”</p> <ul style="list-style-type: none"> Have two students sit down. <p>T: “How many students are still standing?”</p> <p>S: will say “7”.</p> <p>T: “What is the subtraction sentence that goes with this? Write it on your whiteboard and tell your neighbor. We started with ___ students. How many sat down? Write it.”</p> <p>S: will write $9 - 2 = 7$ on their whiteboard and say “$9 - 2 = 7$.”</p> <ul style="list-style-type: none"> The teacher will write this number sentence on the whiteboard. <p>Introduction to New Material (Direct Instruction): (6 minutes)</p> <p>T: “I am going to draw a ten-frame on my whiteboard. I want you to draw a ten-frame on your whiteboard.”</p> <ul style="list-style-type: none"> Teacher will draw a ten-frame on the whiteboard. Have students draw a ten-frame on their whiteboards. <p>T: “Suppose there are 5 children on a school bus. (Write 5 on the whiteboard) It stops and 2 children get off. (Write $5 - 2$ on the whiteboard) There are now 2 fewer than 5 children on the bus. How many children are left on the bus? I want you to use your counters to solve this problem. How many children were on the bus at first? Write the answer on your whiteboard.”</p> <p>S: will write 5.</p> <p>T: “Show me your boards. Good job! Now I want you to put 5 counters on your ten-frame.”</p> | | |

•Teacher will draw 5 counters in his/her ten-frame.

T: "How many children got off the bus when it stopped?"

S: will say "2".

T: "I want you to take 2 counters off ten-frame."

•The teacher will erase 2 counters off the ten-frame.

T: "What is 2 less than 5? Tell your neighbor."

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

T: "How many children are left on the bus?"

S: will say "3".

T: "Yes, 3 students are left on the bus!"

Guided Practice: (15 minutes)

Use the modeling cycle:

Teacher Does:

T: "On the whiteboard it says 0-less-than, 1-less-than, and 2-less-than."

•The teacher will write the words 0-less-than, 1-less-than, and 2-less-than on the whiteboard.

T: "I have 10 counters. I will use these counters to model a subtraction fact."

•The teacher will get out 10 counters.

T: "I am going to draw a ten-frame on my whiteboard."

•The teacher will draw a ten-frame on the whiteboard.

T: "For this activity I will put my ten counters in a pile. Then I will grab a handful of the counters. I will place these counters on my ten-frame. I will only put one counter in each box on my ten-frame."

•Teacher grabs a handful of counters and places them on the ten-frame.

T: "Now I need someone to tell me says 0-less-than, 1-less-than, and 2-less-than."

•The teacher picks a volunteer.

T: "You said ___ -less-than. So, I am going to take ___ counters off of my ten-frame."

•The teacher takes the correct number of counters off of the ten-frame.

T: "Who can tell me a matching subtraction sentence for what we just did?"

S: will say "___ + ___ = ___."

•The teacher will record this number sentence on the whiteboard

T: "Yes, ___ less than ___ is ___."

•The teacher will write the matching less-than sentence on the whiteboard.

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 want you to draw a ten-frame on the whiteboard."

•The student volunteer will draw a ten-frame on the whiteboard.

T: "For this activity I will put the ten counters in a pile. Then I will grab a handful of the counters. I will place these counters on the ten-frame. I will put one counter in each box on the ten-frame."

•Teacher grabs a handful of counters and places them on the ten-frame.

T: "Now I need you to tell me says 0-less-than, 1-less-than, and 2-less-than."

S: will say "___-less-than."

T: "You said ___ -less-than. So, I want you to take ___ counters off of the ten-frame board."

•The student volunteer takes the correct number of counters off of the ten-frame board.

T: "Now you need write a matching subtraction on the whiteboard."

•The student volunteer will write the number sentence on the whiteboard.

T: "Now I need to write the matching less-than sentence on the whiteboard."

•The teacher will write ___ less than ___ is ___.

T: "___ less than ___ is ___."

T: "Great job! Thanks for helping me."

2 Students Do:

•The teacher will write the following on the whiteboard: ___ less than ___ is ___ .

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

•Teacher will choose 2 students.

T: "You two are going to demonstrate this activity for us today. The first thing you two need to do is draw a ten-frame on your whiteboard."

•One of the student volunteers will draw a ten-frame on the whiteboard.

T: "Student #1 will grab a handful of counters and place them on the ten-frame board. Student #2 will say 0-less-than, 1-less-than, and 2-less-than and take the correct number of counter off the ten-frame. Student #2 will also write a matching subtraction sentence on the whiteboard. Then student #1 will write a matching less-than sentence on the whiteboard."

•Student #1 will grab a handful of counters and place them on the ten-frame board.

•Student #2 will say 0-less-than, 1-less-than, and 2-less-than and take the correct number of counter off the ten-frame board.

•Student #2 will then take the correct number of counters off of the ten-frame board.

•Finally, student #1 will write the matching less-than sentence on the whiteboard.

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

All Students Do:

Now you all know how to do the activity. I am going to separate you into groups of two. When I say your name I want you to find a place to sit with your partner. You will have 5 minutes to do this activity with your partner. Make sure you are switching roles, so that you each have an opportunity to write a less-than sentence. When I clap my hands I want your attention on me."

•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 138-139.

T: "Put 4 counters on your ten-frame. Then take-away 1 counter."

•Students put 4 counters on the ten-frame board and take-away 1.

T: "What does $4 - 1$ equal"

S: will say "3".

T: "The difference is 3. So, trace the number 3."

•Students will trace the number 3.

T: "What is 1 less than 4?"

S: will say "3".

T: "1 less than 4 is 3. Now it is your turn to do problems #2, 3, 4, 5, 6, 7, 8, and 9. You will have 5 minutes, when I clap my hands come back to the carpet."

•Students will get to work finishing pages 138-139. 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 11, 12, and 13 on the problem solving page together.

Closing: (2 minutes)

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

T: "Let's look at question #7 on page 139."

T: "Put 10 counters on your ten-frame. Then take-away 2 counters."

•Students put 10 counters on the ten-frame board and take-away 2.

T: "What does $10 - 2$ equal"

S: will say "8".

T: "The difference is 8. So, you should have written the number 2."

•Students will write the number 2.

T: "What is 2 less than 10?"

S: will say "8".

T: "2 less than 10 is 8. Great job today!"

Assessment:

Guided Practice