Grade 1	Lesson: 6-1 Making 10 to Subtract	Reference to English

Math Standard(s): 1.OA.6 **Domain: Operations and Algebraic Thinking**

Content Objective(s):	Language Objective(s):
Students will solve addition problems by recognizing and recording its parts in small groups. *I can solve addition problems by recognizing and recording its parts with a small group.*	Students will speak the words inside, outside and in all while adding parts. *I can speak the words inside, outside and in all while adding parts.*
Essential Understanding: Subtraction facts with teen numbers can be simplified by making use of the numbers' relationships to 10.	**Academic Vocabulary:** **Listen:** **Read:** **Write:** **Speak:** **Sentence Frame:**
Materials: • Two-color counters (or Teaching Tool 14)	**Language and Word Wall:**

Lesson: Making 10 to Subtract	Instructional Time:

Opening: (minutes)

T: "You have learned that making a 10 can help you solve addition facts. Today, you will learn that making a 10 can also help you solve subtraction facts."

• Draw a ten-frame on the board.

T: "How do I show 12 using a ten-frame? Count with me as I place the counters."

S: *will count to 12 with the teacher.*

• Put 10 counters in the ten-frame and two below it.

T: "Let's do it again, how do I make 16? What do I do first? Raise your hand if you want to come up and show the class."

S: *will raise their hand and come up and put counters in the ten-frame.*

T: "Good job! First we fill up the ten-frame. What do we do next? Raise your hand if you want to come up and show us what we do next."

S: *will raise their hand and then come up and put 6 more counters below the ten-frame.*

T: "Good job! Let's count them. 10, 11,12,13,14,15,16."

S: *will count with the teacher starting with 10 and then the counters below the ten-frame.*

Introduction to New Material (Direct Instruction): (minutes)

T: "Now, let's try it with subtractions!"

• Draw another ten-frame on the board and write the subtraction fact 13 – 7 = _____.

T: "How can I use the ten-frame to solve the problem? Think about it. Where would I put the counters? (point at the counters as you ask the question) **What number do I start with? Raise your hand and tell me what number I start with."**

S: *raise their hand and say "13"*

T: "You are right, we start with 13. I am going to start by placing counters on the ten-frame and the extra ones below it. Count with me as I place the 13 counters. 1,2,3,4,5,6,7,8,9,10,11,12,13."

S: *will count with the teacher, "1,2,3,4,5,6,7,8,9,10,11,12,13.*

T: "There are 10 counters on the ten-frame and 3 below it. Now let's subtract. Let's take the counters that are not in the ten-frame away first. How many do I take away?"

S: *will say, "3"*

T: "You are right, there are 3 counters below the ten-frame, let's take those away. (take the 3 away) **How many counters do I need to take away in all? The equation was 13 - _____? Tell your neighbor the whole equations."**

S: *will turn to their neighbor and tell them the whole equation.*

• Write the equation 13 – 3 = 10 on the board.

T: "We want to take away 7 counters in all. We have already taken away 3, how many more do we need to take away? 7 subtract 3 equals? (demonstrate with your fingers) **Show me with your fingers how many more we need to take away."**

S: *will show the number 4 with their fingers.*

T: "Great, we still need to take away 4 counters. Count with me as I take them away from the ten-frame. 1,2,3,4."

S: *will count with the teacher, "1,2,3,4"*

• Write the equation on the board, 10 – 4 = 6.

T: "How many counters are left in the ten-frame? Turn to your neighbor and tell them."

S: *will turn to their neighbor and say, "6"*
T: "Let's count them together. 1,2,3,4,5,6. There are 6 left. Now, let's finish the equation. 13 – 7 = 6. Repeat the equation to your neighbor."
S: *will tell their neighbor the equation, "13 – 7 = 6"*
• Do the exercise 1 more time with another equation using a teen number.

Guided Practice: (minutes)
Use the modeling cycle:

Teacher Does:
T: "Now I am going to separate you into groups of 2. You will be given this paper and counters. You will need to do the equations at the bottom of the paper with your partner. Don't forget to start by making 10."

1 Students Does with Teacher:
T: "Now I need someone to come up and show me how it is done. I will be their partner."
• Teacher will choose a student to come up.
T: "Here is an equation 18 – 9 = _____. Where do we start?"
S: *will start by putting the counters in the ten-frame and the extras below it.*
T: "Good, 1st you put the counters in the ten-frame and below it. You have 18 counters, how many do you take away?"
S: *will say "9", and take away the 9 counters.*
T: "How many counters do you have left? Let's count them together."
S: *will count with the teacher, "1,2,3,4,5,6,7,8,9"*
T: "Let's write it in the in the equation. 18 – 9 = 9. Say it with me."
S: *will say the equation with the teacher.*
T: "Now, tell your neighbor 18 – 9 = 9.
S: *will turn to their neighbor and say "18 – 9 = 9"*
T: "Good job! Please remember to count aloud and say the equation as you do this activity with your partner."

2 Students Do:
T: "Now I need 2 students to come up and show us how to do the activity one more time."
• Teacher will choose 2 students to come up and demonstrate.
T: "Here is the equation 15 – 8 = _____. Now work together to solve it with the ten-frame.
S: *will demonstrate how to solve the problem with the ten-frame.*
• As the students are demonstrating the activity remind them to count aloud and say the equation to each other.
• Give the students about 5 minutes to complete the activity and then bring them back to the carpet.

Independent Practice: (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."
T: "Look at the equation. 16 - 7 = ____. How do I solve this problem? What number do I start with?"
S: *will say, "16"*
T: "Let's count the counters to make sure, count with me."
S: *will count with teacher, "1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16"*
T: "Now, let's take away 7. (cross out 7 counters) How many are left? Show me with your fingers."
S: *will show the number 9 with their fingers.*
T: "Good job! Let's say the equation together. (point at the equation as you say it) 16 – 7 = 9."
S: *will say with the teacher "16 – 7 = 9"*
T: "Please do questions 2-6 on your own. You will have 4 minutes and then we will do them together."
T: "When I call your name stand up, walk to your table and get started."
• Teacher will pass out the papers and students will begin the Guided Practice.
• Teacher will walk around the classroom to help the students who need help. If students are finishing faster than 4 minutes, cut it short and bring them back together when most of the students are finished.
T: (clap hands to get the students attention) "Please leave your papers at your desk and let's do questions 2, 4 and 7 together."
• Go through questions 2, 4 and 5 the same way you went through question 1.

Closing: (4 minutes)
• Collect the papers and bring the class back together on the floor. Hand out the student white boards with markers and erasers.
T: "Great Job today! Let's look at questions 7. I am going to write the question on the board. I want you to write it on your white board. Draw 2 ten-frames like this (wait for the students to draw it before you move on). Now let's draw the dots like the

picture, like this (wait for the students to draw it before you move on)**. Then we will cross out 6 counters** (wait for the students to draw it before you move on). **Now look at these three equations on the board. Which one is true? 11 – 6 = 4, 11 – 6 = 5 or 11 – 8 = 5. Tell your neighbor the equation that is true.”**

S: *will turn to their neighbor tell them the true equation.*

T: “11 – 6 = 5 is the true equations!”

- Continue with questions 8-10 . Allow the students to draw out the story problems.
- Give the students opportunities to say the equation and to count.

Assessment:

Guided Practice