

Grade 1	Lesson: 6-2 More with 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>I can solve addition problems by recognizing and recording its parts with a small group.</i>		Students will speak the words inside, outside and in all while adding parts. <i>I can speak the words inside, outside and in all while adding parts.</i>
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 6-7		Instructional Time:
<p>Opening: (minutes)</p> <p>T: "You have learned how to make a 10 to subtract. Today you will learn how to use this strategy to solve subtraction story problems."</p> <ul style="list-style-type: none"> Write an equation on the board ($14 - 6 = \underline{\quad}$) Draw a ten-frame on the board. Have 14 counters ready to use. <p>T: "Here is our equation for today, $14 - 6 = \underline{\quad}$. Tell your neighbor the equation."</p> <p><i>S: will turn to their neighbor and say "$14 - 6 = \underline{\quad}$"</i></p> <p>T: "Let's first count out 14 counters. Count with me, 1,2,3,4,5,6,7,8,9,10,11,12,13,14."</p> <p><i>S: will count with the teacher.</i></p> <p>T: "How can we fill in the ten-frame to find the answer to this equation? Should I first fill in the ten-frame or the counters that go below it? I need one student to come up and do what they think comes first."</p> <ul style="list-style-type: none"> Teacher will choose a student. <p><i>S: will put the counters in the ten-frame.</i></p> <p>T: "I am going to write that information on the board. We start with 14 (write 14 on the board). Now we take away the counters below the ten frame, how many? Tell your neighbor."</p> <p><i>S: will tell their neighbor, "4"</i></p> <ul style="list-style-type: none"> Write the equation on the board, $14 - 4 = 10$. <p>T: "We have taken away 4 counters, now we have ten left. How many more counters do we need to take away in all?"</p> <p><i>S: will respond, "6"</i></p> <p>T: "Yes, we need to take 6 counters away in all. We have already taken away 4. $6 - 4 = \underline{\quad}$?"</p> <p><i>S: will respond, "2".</i></p> <p>T: "Yes, let's take away 2 more counters. How many counters do we have left? Count with me, 1,2,3,4,5,6,7,8."</p> <p><i>S: will count with the teacher.</i></p> <p>T: "How many counters are left? Tell your neighbor."</p> <p><i>S: will tell their neighbor the number of counters left.</i></p> <p>T: "Raise your hand, how many counters are left?"</p> <p><i>S: will raise their hand and say, "8"</i></p> <p>T: "You are right! Let's say the equation together, $14 - 6 = 8$ (finish writing the equation as you say it). Now turn to your neighbor and say the equation."</p> <p><i>S: will turn to their neighbor and say "$14 - 6 = 8$"</i></p> <p>Guided Practice: (minutes) <i>Use the modeling cycle:</i></p> <p><u>Teacher Does:</u></p> <p>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."</p> <p><u>1 Students Does with Teacher:</u></p> <p>T: "Now I need someone to come up and show me how it is done. I will be their partner."</p> <ul style="list-style-type: none"> Teacher will choose a student to come up. <p>T: "Here is an equation $15 - 7 = \underline{\quad}$. Where do we start?"</p>		

S: will start by putting the counters in the ten-frame and the extras below it.

T: **“Good, 1st your put the counters in the ten-frame and below it. You have 15 counters, how many do you take away?”**

S: will say “7”, and take away the 7 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”

T: **“Let’s write it in the in the equation. $15 - 7 = 8$. Say it with me.”**

S: will say the equation with the teacher.

T: **“Now, tell your neighbor $15 - 7 = 8$.**

S: will turn to their neighbor and say “ $15 - 7 = 8$ ”

T: **“Good job! Please remember to count aloud and say the equation as you do this activity with your partner.”**

All Students Do:

T: **“Thank you so much. Now I will call out your partnerships and you will finish problems 2-4. You will collect your counters and the paper when I call your names. Then begin.”**

S: will collect their materials and begin the activity.

- Teacher needs to walk around the room. Make sure the students stay on task and speak the target language during the activity.

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

- Bring the students back together. Pass out the white boards, markers and erasers.

T: **“Please put your white boards, markers and erasers on the floor in front of you. (wait for all the students to put there materials down in front of them) You have been subtracting using ten-frames. We will continue this, but I am going to read story problems. You will need to draw the problems on your white board as I read them and find the answers.”**

T: **“#1, There are 15 toy boats on the pond. Draw 15 boats, you might want to draw dots if it is easier like this. Count with me as you draw. 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15.**

S: will draw the story and count with the teacher aloud.

T: **“Good, the next part says 9 toy boats float away. What should we do to the 9 toy boats that float away? Raise your hand and tell me what me should do.”**

S: will raise their hands and respond through action or word, “cross them out” or “erase them”

T: **“Let’s cross them out. Count with me while we all cross them out. 1,2,3,4,5,6,7,8,9.**

S: will cross out the toy boats and count with the teacher.

T: **“How many are left?”**

S: will raise their hand and say “6”

T: **“Yes, there are 6 toy boats left. I am going to read you another story problem, but you will not draw the pictures like we just did but you will draw counters in the ten-frame. I will do it with you this time. We all need to draw 2 ten-frames on your white board. Like this...”**

S: will draw two ten-frames on their white boards.

T: **“Hold up your white board and let me see the two ten-frames.”**

S: will hold up their white boards.

T: **“Now I am going to read you another problem. Leah has 12 blocks. How many counters do we draw?”**

S: will raise their hands, and say “12 “

T: **“You are right we need to draw 12 counters like this.**

- Teachers and students will draw 12 counters in the 2 ten-frames.

T: **“Let’s count the counters we have drawn. 1,2,3,4,5,6,7,8,9,10,11,12.**

T: **“Leah gives Tim 7 blocks to build a tower. How many counters should we cross out?”**

S: will respond, “7”

T: **“Yes, we need to cross out 7 counters because Leah gave those to Tim. As we cross them out, count with me, 1,2,3,4,5,6,7.”**

S: will cross out and count the 7 counters.

T: **“How many blocks does Leah have left? Tell your neighbor.”**

S: will turn to their neighbor and say “5”

T: **“Show me with you hands how many blocks Leah has left.”**

S: will raise their hands and show 5 fingers.

T: **“Let’s say the equation together, ‘ $12 - 7 = 5$ ’ and now say it to your neighbor.”**

S: will turn to their neighbor and say “ $12 - 7 = 5$ ”

T: **“Erase your boards. Now we are going to do #3, but this time I am not going to write it on the board. I want to see what you can do without my help.”**

T: **“There are 13 kites in the sky. How many counters do you need to draw in the ten-frame? Think about it, draw it, but don’t say anything. I will say it one more time, There are 13 (make an emphasis on the number) kites in the sky.”**

S: will draw 13 counters in the ten-frames.

T: "When you have drawn the counters, please hold up your white boards so I can check you work so far."

S: as the students finish they will hold up their white boards.

T: "Then 5 kites fly away. Now what do you do? Do you cross out any of the counters? How many counters do you cross out? I will say it one more time. 5 kites fly away. Then hold up your board when you are done."

S: will cross out 5 of the counters and then hold up their white boards.

T: "How many kites are left? Count them and then tell your neighbor."

S: will count the remaining counters and then tell their neighbor "8"

T: "Raise your hand and tell me how many counters are left."

S: will raise their hands and respond, "8"

T: "I will write the equation on the board and I want you to read it with me, $13 - 5 = 8$."

- Continue the exercise with question #4.

Closing: (minutes)

T: "I am going to write the last 2 problems on the board. You will write them on your board and find the answers. You will have 30 seconds and then I want you to hold up your white board so I can check your answers."

- Teacher will write $17 - \underline{\quad} = 9$ and $\underline{\quad} - 9 = 9$.

- When the students are about to finish up start counting down and remind them when they are finish to hold up their board.

T: "5,4,3,2,1. Time is up, show me your answers."

- Teacher will check the answers.
- Go over the problems if the student answers were mostly incorrect.

Assessment:

Guided Practice