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| Grade 1 | Lesson: 2-5 Stories About Taking Away | Reference to English |
| Math Standard(s): 1.OA.1 & 1.OA.4 | | Domain: Operations and Algebraic Thinking |
| Content Objective(s): | | Language Objective(s): |
| Students will tell and act out stories about taking away to find out how many are left. 我可以说和比出减法的故事。 | | Students will say the subtraction sentence while subtracting objects. 我可以边做减法，边说出减法算式。 |
| Essential Understanding: Taking away parts from a whole is one interpretation of subtraction. Subtraction number sentences can be used to show taking-away subtraction situations. | | Academic Vocabulary for Word Wall: Listen: 拿掉 / 减掉, 答案 Read: Write: Speak: 拿掉 / 减掉 |
| Materials: <ul style="list-style-type: none"> • Connecting cubes • Whiteboards and dry erase markers • Guided Practice page 58-58 • Problem Solving page 60 | | Additional Lesson Vocabulary: 鸭子, 飞, 桶子 |
| Lesson: Stories About Taking Away | | Instructional Time: 35 minutes |

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Opening: (2 minutes)

T: "You have learned how to write a subtraction sentence to show how to find a missing part. I have 8 cubes, I take away 3."

- Use connecting cubes as you do this problem.
- Write the subtraction sentence on the board.

T: "Show me with your fingers how many cubes are left."

S: will show 5 with their fingers.

T: "You are right! Today, you will learn how to write a subtraction sentence to describe a story about taking away."

- Distribute the connecting cubes to the students (8 cubes for each student).

T: "You can use connecting cubes to show stories about addition. For example, there are 3 ducks in a pond."

- The teacher will put 3 cubes together to make a train.

T: "Then 2 more ducks arrive."

- The teacher will add 2 more cubes to the train.

T: "How many ducks do we altogether?"

S: will say "5".

T: "Let's count the cubes together."

S: will say 1, 2, 3, 4, 5

T: "You are right. There are 5 ducks in the pond."

Introduction to New Material (Direct Instruction): (8 minutes)

T: "Here is another story you can show using connecting cubes. 6 ducks are swimming in a pond. So, put 6 cubes together to make a train."

- The teacher will put 6 cubes together in a train.

T: "2 of the ducks fly away. Take 2 cubes away. How many ducks are left in the pond?"

- The teacher will take off 2 of the cubes.

S: will say "4".

T: "Let's count the cubes together."

S: will say "1, 2, 3, 4."

T: "You are right. There are 4 ducks left in the pond."

- Write a blank subtraction sentence on the board.

T: "Let's write a subtraction sentence to go with this story. Who can fill in the blanks on the subtraction sentence? What number goes in the first blank? Show me with your fingers."

S: will show 6 with their fingers.

T: "Correct, 6 goes in the 1st blank. What number goes in the second blank? How many ducks flew away? Tell your neighbor."

S: will tell their neighbor and say "2" or "2 ducks"

T: "Let's read our subtraction sentence so far, $6 - 2 = \underline{\quad}$. What is the difference? Raise your hand."

- Don't call on a student until all the student's hands are raised.

S: will say, "4"

T: "Yes, 4 is the different. Let's say the subtraction sentence together. $6 - 2 = 4$. Now say it to your neighbor."

S: will turn to their neighbor and say, " $6 - 2 = 4$."

Guided Practice: (13 minutes)

Use the modeling cycle:

Teacher Does:

T: "Today you are going to work with a partner to make-up some stories about taking away."

- The teacher needs to check and make sure each child has 8 connecting cubes.

T: "7 ducks are in a pond. So, put 7 cubes together to make a train."

- The teacher will put 7 cubes together in a train.

T: "What do these 7 cubes show?"

S: will say "ducks."

T: "3 of the ducks fly away. So, take away 3 of the cubes away. How many ducks are left in the pond? Tell your neighbor."

- The teacher will take off 3 of the cubes.

S: will say to their neighbor, "4".

T: "Let's count the cubes together."

S: will say "1, 2, 3, 4."

T: "You are right. There are 4 ducks left in the pond. Let's write a subtraction sentence to go with this

Assessment:

Guided Practice

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