

20 Days of Lesson
Plans and Activities

1st+
grade

Workmat 1



THE MAGIC OF MATH
Unit 3:
Subtraction

by Hope King and Amy Lemons

Unit Three

OVERVIEW

	FOCUS	STANDARD
WEEK 1	Intro to Subtraction: Using pictures, Taking From, Taking Apart, Fewer and More	TEKS: 1.3BDEF CG: 1.OA.A.1
WEEK 2	Subtraction Strategies: Subtract All, Subtract Zero, Counting Back, Taking Apart	TEKS: 1.3BCDEF, 1.5DFG CG: 1.OA.A.1, 1.OA.B.3, 1.OA.C.5, 1.OA.C.6, 1.OA.D.8
WEEK 3	Subtraction Strategies: Think Addition to subtract, Use 10 to Subtract, Breaking Apart to Subtract	TEKS: 1.3BDEF, 1.5DFG CG: 1.OA.A.1, 1.OA.B.3, 1.OA.C.6, 1.OA.D.8
WEEK 4	Word Problems & Fact Practice: Using the PSA strategy, key words, fact fluency games and practice	TEKS: 1.3BEF, 1.5D CG: 1.OA.A.1, 1.OA.C.6

WEEK ONE:

intro

to

subtraction

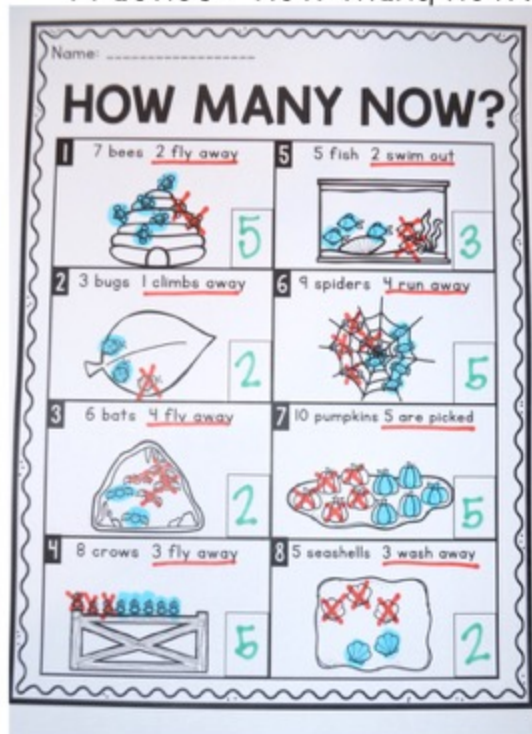
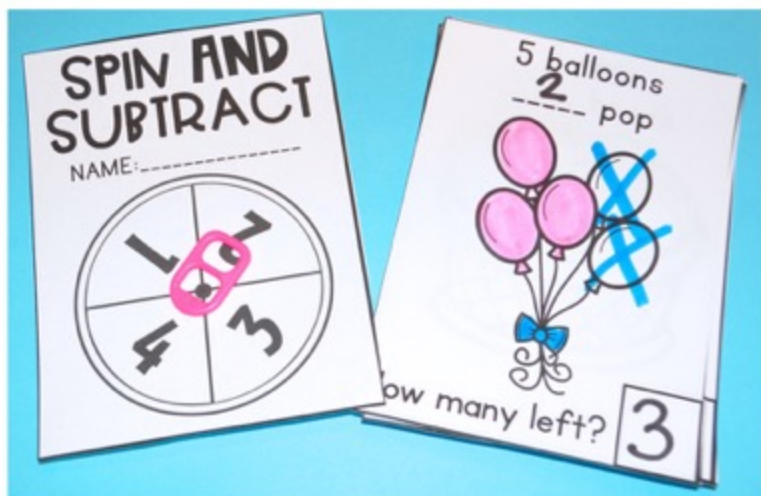
day 1

Minilesson: Moving
counters to subtract



Independent
Practice: How Many Now?

Activity: Spin and Subtract Booklet



day 2

Minilesson: I Can Subtract Chart

I CAN SUBTRACT

6-2

WHOLE: ○○○○○○

PART: ○○

PART: ○○○○

WHOLE: XXXX

PART: XX

PART: 7XXX

X

6 - 2 = 4

Independent Practice: Make a Model- Choose printable or interactive notebook template. Students draw a picture or use stickers to make a model of the story problem

Name: _____

MAKE A MODEL

6 worms 3 wiggle away		$6 - 3 = 3$
8 lions 2 run away		$8 - 2 = 6$
7 ants 5 walk away		$7 - 5 = 2$
9 ducks 4 swim away		$9 - 4 = 5$
5 flies 3 fly away		$5 - 3 = 2$

Activity:
Grab and Slide

grab AND SLIDE

(A) $5 - 2 = 3$

(B) $6 - 4 = 2$

(C) $9 - 1 = 8$

(D) $7 - 6 = 1$

(E) $8 - 2 = 6$

grab AND SLIDE

(A) $5 - 2 =$

(B) $6 - 4 =$

(C) $9 - 1 = 8$

(D) $7 - 6 = 1$

(E) $8 - 2 = 6$

MODEL

6 worms 3 wiggle away

8 lions 2 run away

7 - 5 = 2

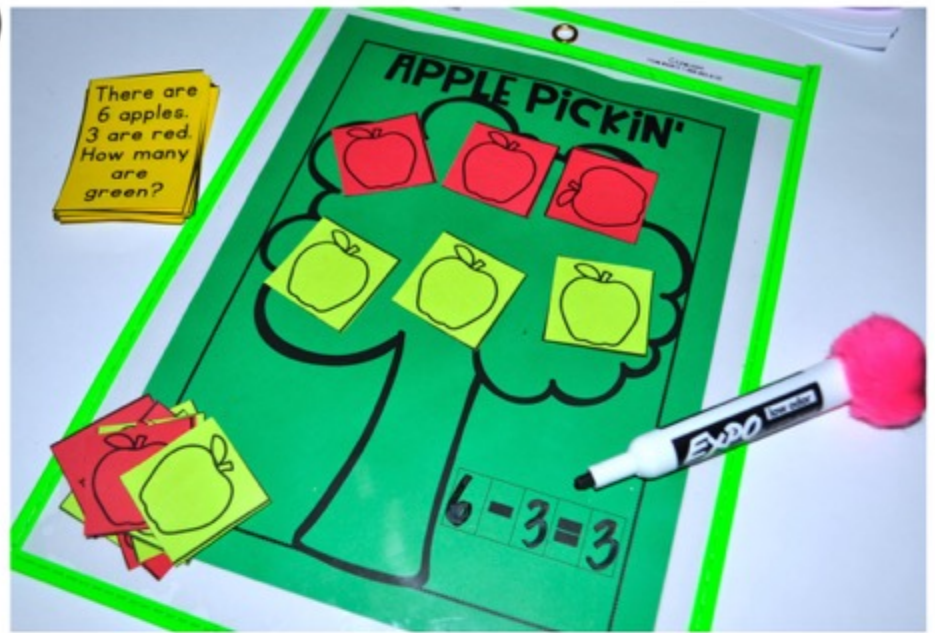
MAKE

9 ducks 4 swim away

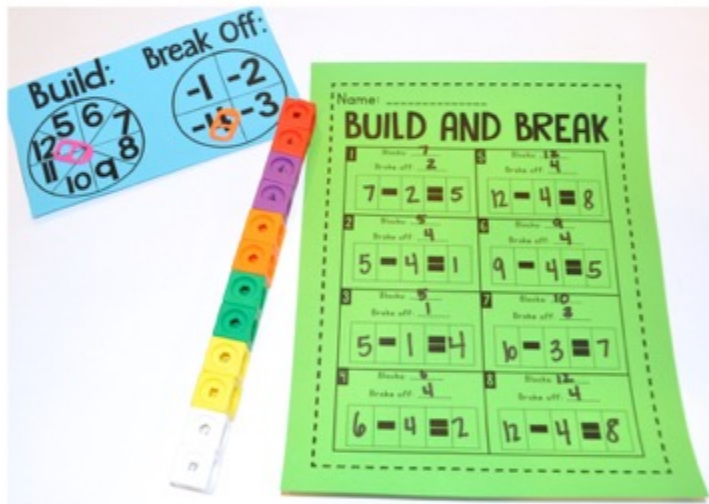
5 flies 3 fly away

day 3

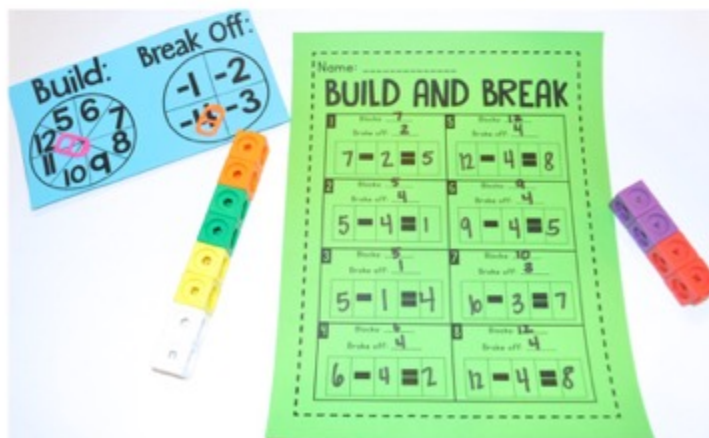
Minilesson:
Apple Pickin'



Activity: Build and Break Off



Independent Practice:
Apple Math



Name: _____

APPLE MATH

1 There are 9 apples. 2 are red. How many are green? $9 - 2 = 7$	5 There are 8 apples. 3 are green. How many are yellow? $8 - 3 = 5$
2 There are 5 apples. 4 are red. How many are yellow? $5 - 4 = 1$	6 There are 3 apples. 2 are yellow. How many are red? $3 - 2 = 1$
3 There are 7 apples. 4 are red. How many are yellow? $7 - 4 = 3$	7 There are 10 apples. 5 are red. How many are green? $10 - 5 = 5$
4 There are 8 apples. 6 are yellow. How many are green? $8 - 6 = 2$	8 There are 4 apples. 3 are red. How many are green? $4 - 3 = 1$

day 4

Minilesson: How Many Fewer?

Independent Practice:
How Many Fewer: Choose printable or interactive notebook, make a model to find out how many fewer

SPIN ME!



Activity: How Many Fewer Scoot

HOW MANY FEWER?
7 BLUE 3 YELLOW HOW MANY FEWER YELLOW?
 $7 - 3 = 4$
6 RED 4 BLUE HOW MANY FEWER BLUE?
 $6 - 4 = 2$
5 GREEN 2 RED HOW MANY FEWER RED?
 $5 - 2 = 3$
4 BLUE 2 GREEN HOW MANY FEWER GREEN?
 $4 - 2 = 2$

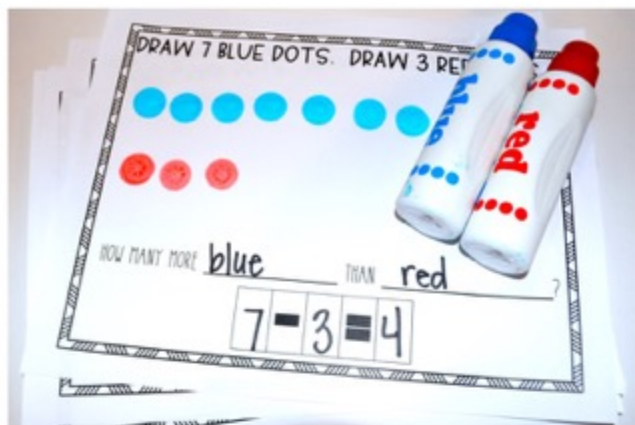
HOW MANY FEWER TREES?

A	$4 - 2 = 2$	F	$7 - 4 = 3$
B	$5 - 2 = 3$	G	$5 - 2 = 3$
C	$4 - 3 = 1$	H	$7 - 3 = 4$
D	$6 - 3 = 3$	I	$6 - 3 = 3$
E	$4 - 1 = 3$	J	$8 - 4 = 4$

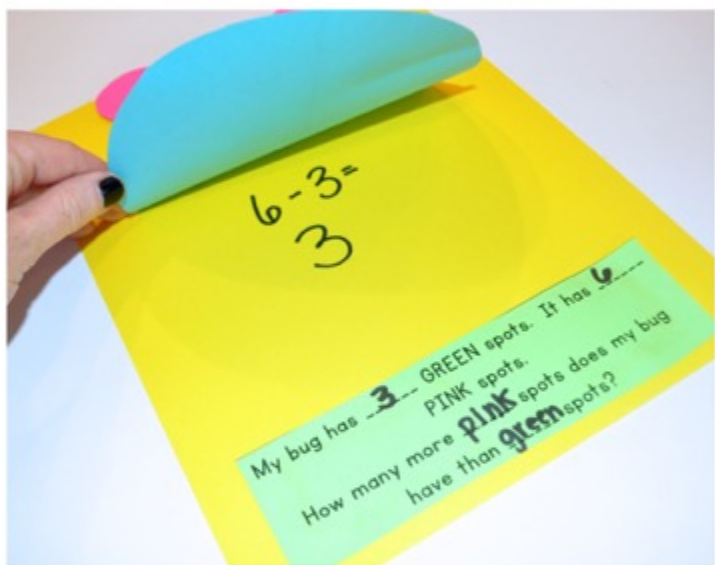
HOW MANY FEWER?
7 BLUE 3 YELLOW HOW MANY FEWER YELLOW?
6 RED 4 BLUE HOW MANY FEWER BLUE?
5 GREEN 2 RED HOW MANY FEWER RED?
 $4 - 2 = 2$

day 5

Minilesson:
How many
more?



Activity: How Many More Spots?



Independent
Practice: Students
use the dog and
doghouses to make a
model. Then,
students illustrate it
on their recording
sheets.



Name: _____

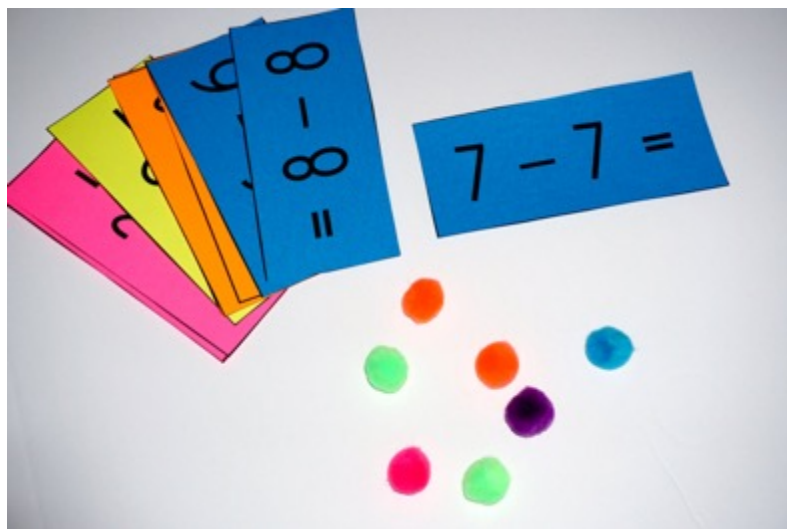
HOW MANY MORE?

4 DOGS	6 DOGHOUSES	HOW MANY MORE DOGHOUSES?
○○○○	△△△△△△	6 - 4 = 2
8 DOGS	3 DOGHOUSES	HOW MANY MORE DOGS?
○○○○○○○○	△△△	8 - 3 = 5
3 DOGS	5 DOGHOUSES	HOW MANY MORE DOGHOUSES?
○○○	△△△△△	5 - 3 = 2
4 DOGS	7 DOGHOUSES	HOW MANY MORE DOGHOUSES?
○○○○○○○○○	△△△△△△△	9 - 7 = 2

WEEK TWO:
subtraction
strategies

day 1

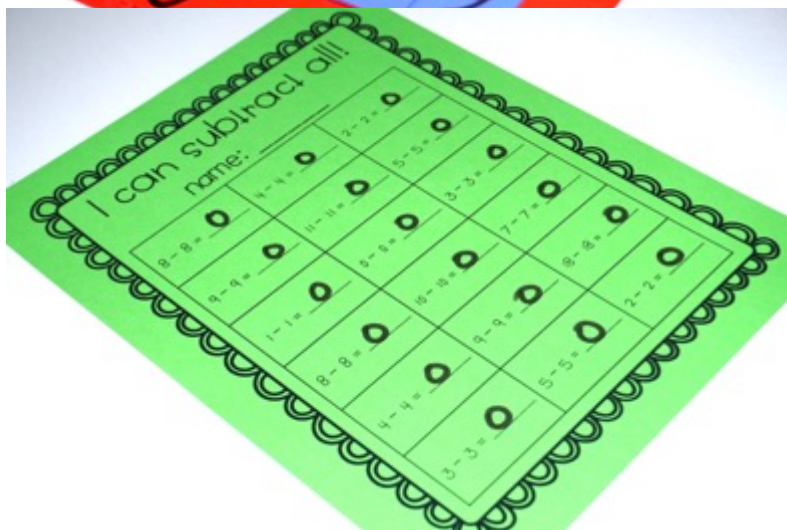
Minilesson: Using manipulatives to find the pattern of subtracting all.



Activity: Gumball Pop!
(Subtracting all)



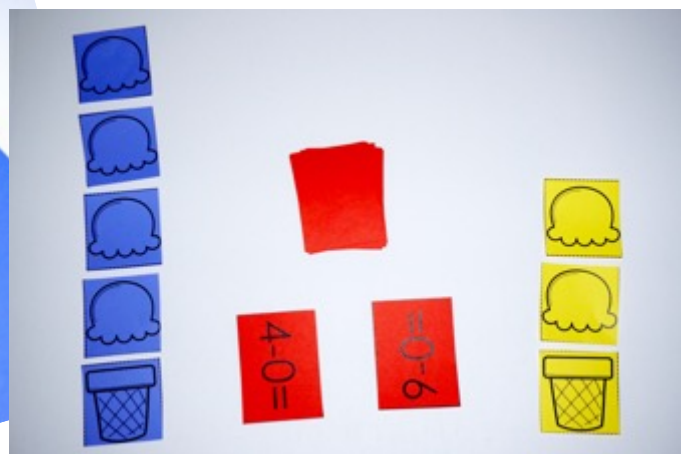
Independent Practice:
Fact fluency practice
(subtracting all).



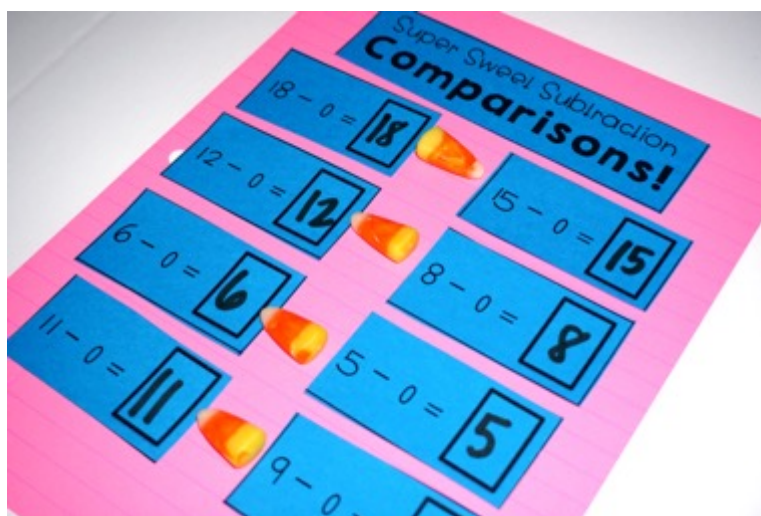
day 2

Minilesson: Finding patterns when subtracting zero using pictures.

Activity: Subtracting Zero Ice Cream Stack Attack!



Independent Practice: Super sweet subtraction comparisons.



day 3

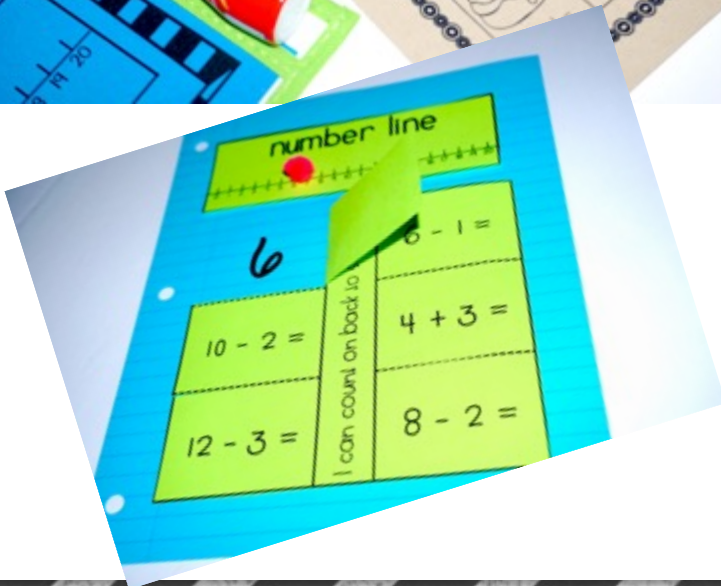
Minilesson: Using a number line to count back and subtract.



Activity: 5 in a roll!
Counting back to subtract.

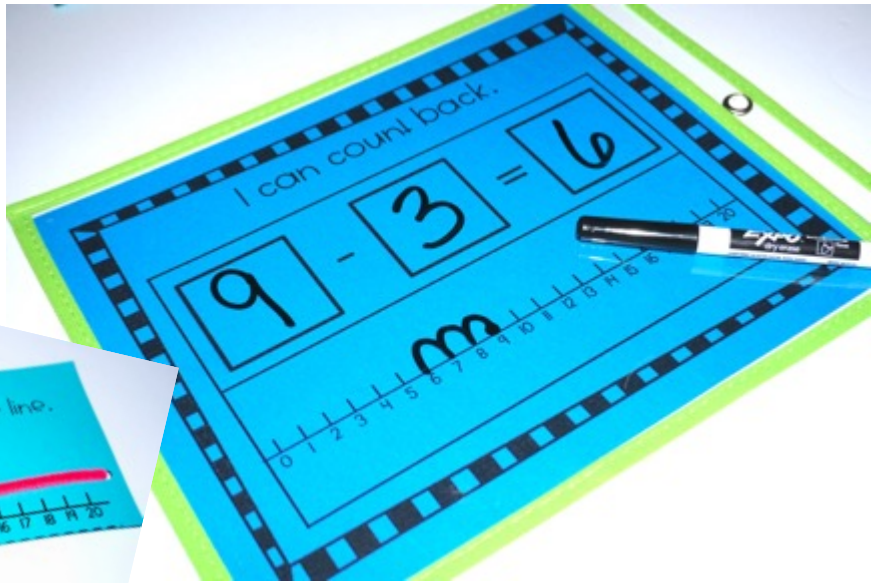


Independent Practice:
Using a number line to count back when solving subtraction equations.



day 4

Minilesson: Using a number line to count back and subtract.



Activity: Race to the cupcake. Counting back to subtract.



Independent Practice: Quick check assessment

Subtraction Quick Check	
Name: _____	Solve
The ball & bouncy balls are in a in the woods. Draw a picture to show how many bouncy balls the ball left.	$5 - 0 = \square$
	$7 - 0 = \square$
Use the number line to solve	$9 - 3 = \square$
Draw a picture to solve	Count back to solve
$12 - 4 = \square$	$8 - 2 = \square$

day 5

Minilesson: Taking apart numbers







Activity:
Taking apart
the number 9
with
manipulatives.



Independent Practice:
Weekly assessment

Quick Check Assessment
Name: _____

Color and draw to show the ways to make 8 then complete the subtraction sentences.

	8 - <u> </u> = <u> </u>
	8 - <u> </u> = <u> </u>
	8 - <u> </u> = <u> </u>
	8 - <u> </u> = <u> </u>

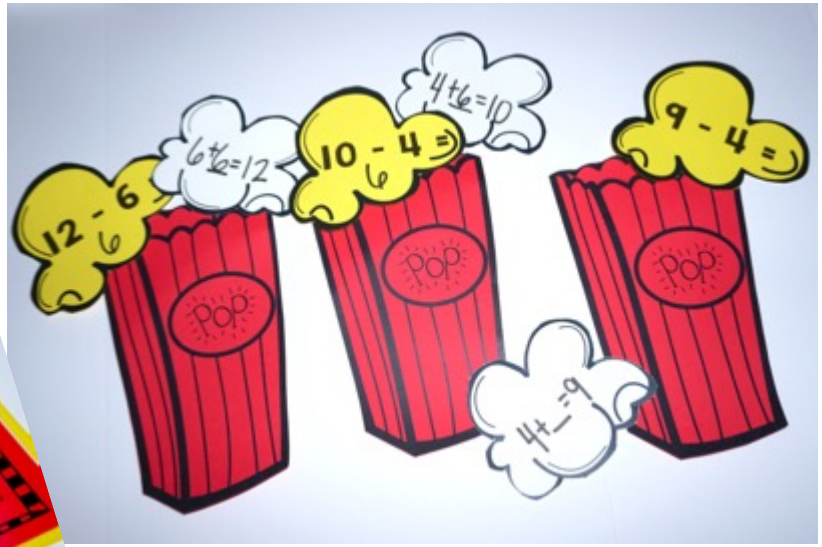
Color and draw to show the ways to make 6 then complete the subtraction sentences.

$6 - 4 =$
$9 - 3 =$

WEEK THREE:
subtraction
strategies

day 1

Minilesson: Using addition strategies to subtract.



Activity:
Popping through subtraction.



Independent Practice:
Matching addition and subtraction problems to solve.



day 2

Minilesson:
Writing
addition
equations to
subtract.



Activity:
"Pop" and
solve.

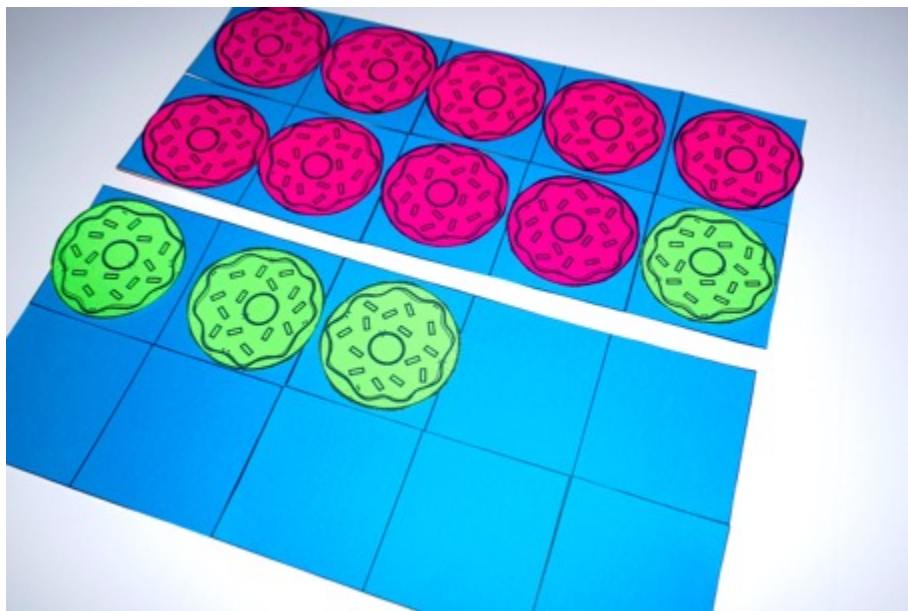


Independent Practice:
Quick check
assessment

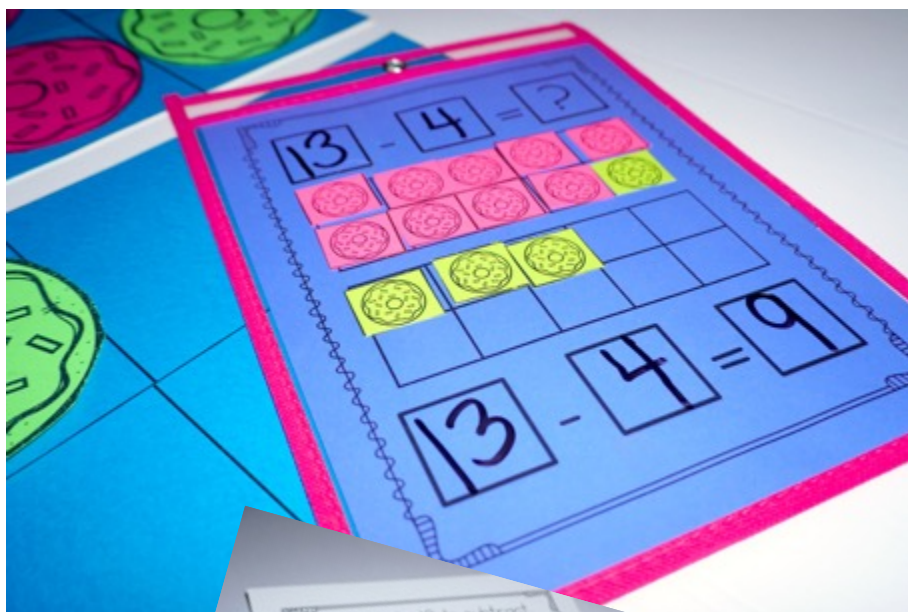
Think Addition to Subtract	
Name: _____	
Which addition sentence can you use to solve 8-7?	Solve
a. $7 + 6 = 13$	$12 - 6 = \square$
b. $7 + 4 = 11$	$14 - 7 = \square$
c. $5 + 8 = 13$	
Write two addition sentences Marice can use to solve $12 - 5$.	
— ○ —	— ○ —
— ○ —	— ○ —
Copy the 12 children. Give your name 5 children from many children does have name? Write an addition sentence that will help you solve the problem.	Lulu invites 11 children to his party. There are 4 children at the party. How many children did not come?

day 3

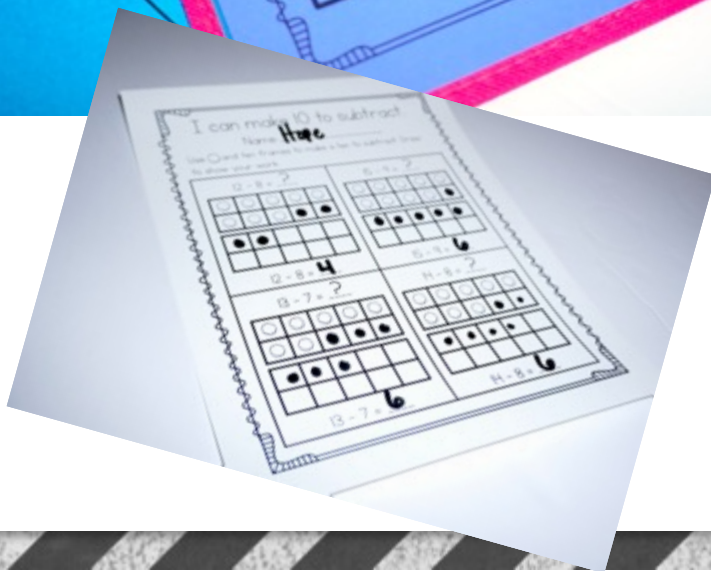
Minilesson:
Think 10 to
subtract.
Making ten and
counting on.



Activity:
Donut Build
and solve.

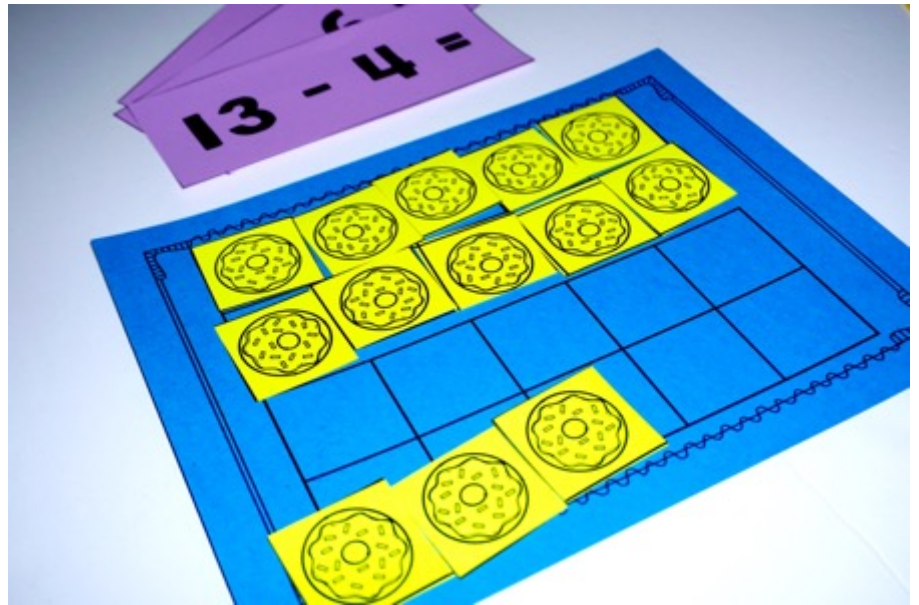


Independent
Practice:
Drawing/making ten
to subtract

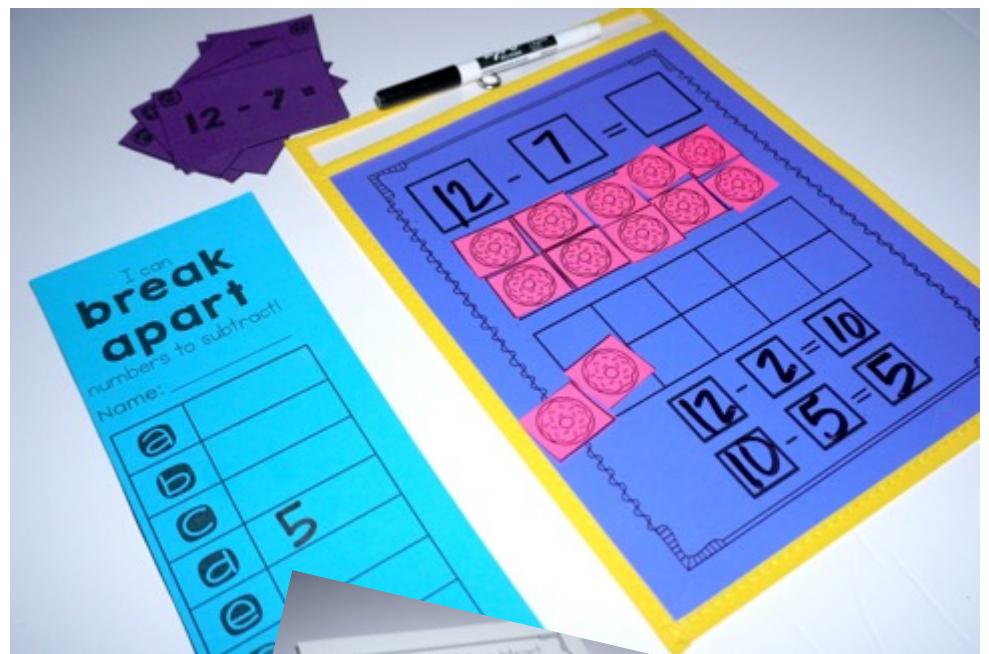


day 4

Minilesson:
learning to
break apart
numbers to
subtract.



Activity:
Breaking
apart
numbers task
cards & build

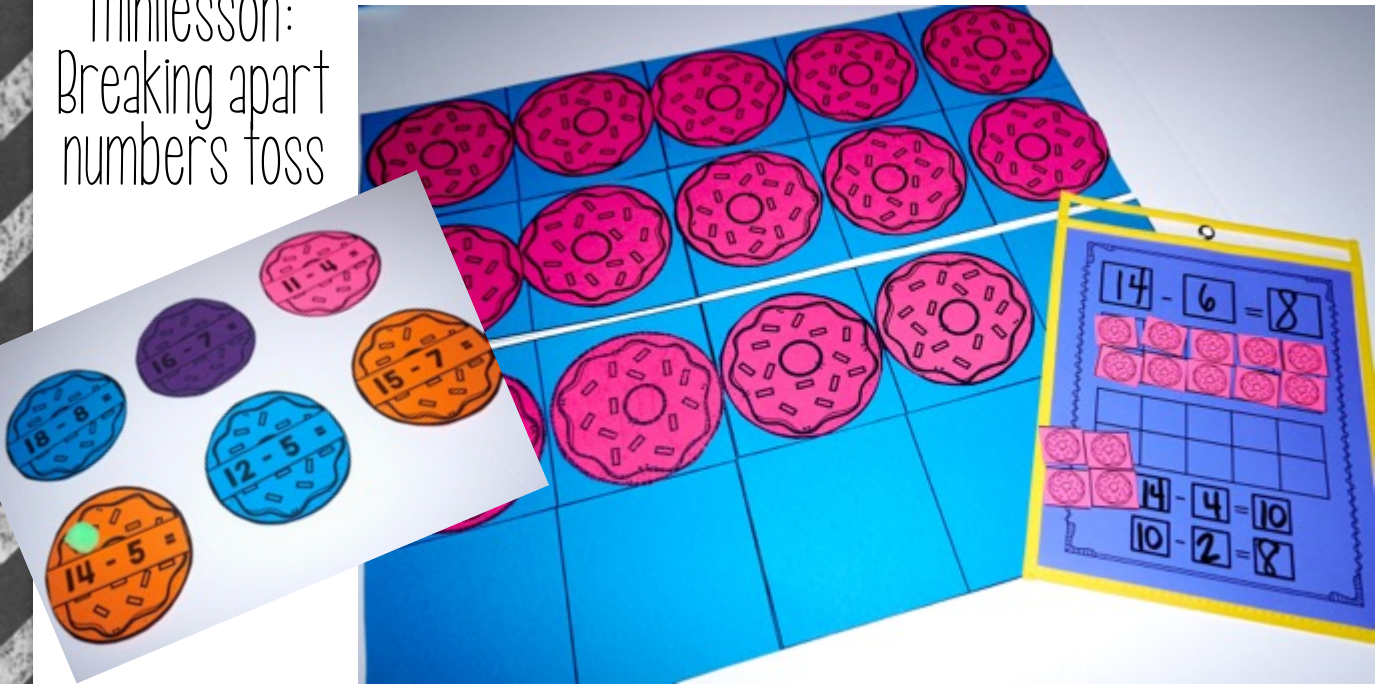


Independent Practice: I
can break apart
numbers.



day 5

Minilesson:
Breaking apart
numbers toss



Activity: The
donut dash -
breaking
apart
numbers to
subtract



Independent Practice: Subtraction
weekly assessment

Subtraction Assessment
Name: _____

Which addition sentence can you use to solve $14-6$?

a. $8+2=10$
b. $7+7=14$
c. $8+6=14$

Which two addition sentences that you can use to solve $15-7$?

○ ○
○ ○

Break apart the number to subtract
 $15-6=$ _____

Break apart the number to subtract
 $14-8=$ _____

5				

N				

WEEK FOUR:

word
problems

and

fact games

PSA MATERIALS

PROBLEM SOLVERS

P
PROBLEM

PROBLEM

What is the problem asking?

Look for important information!

**HIGHLIGHT!
HIGHLIGHT!
HIGHLIGHT!**

S
SOLVE

SOLVE

What do I need to do to solve?

What strategy will I use?

WORK IT OUT!

A
ANSWER

ANSWER

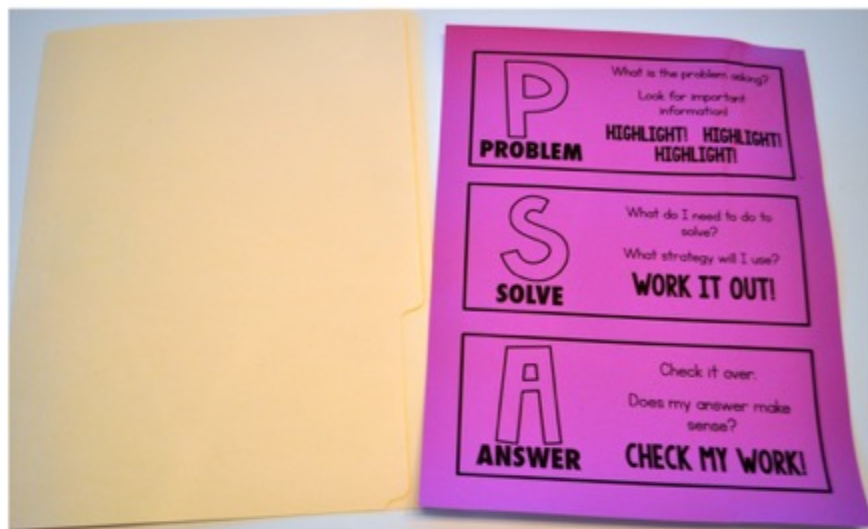
Check it over.

Does my answer make sense?

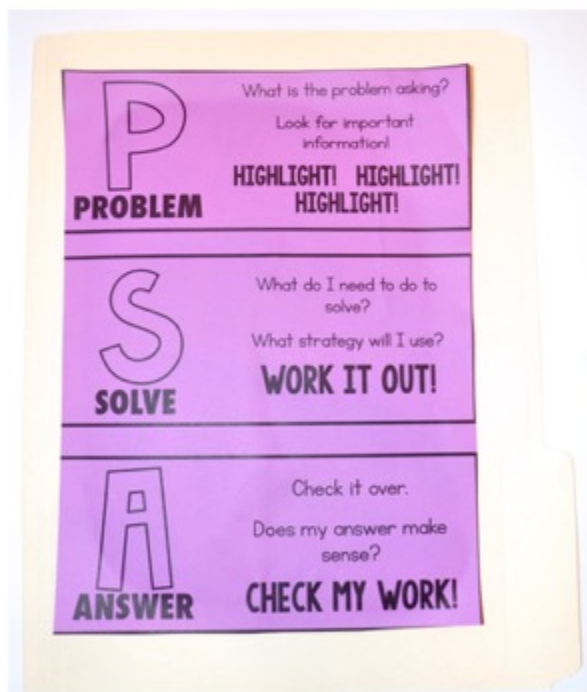
CHECK MY WORK!

Bulletin Board can be displayed in the classroom for students to use as a reference

PSA folder



Step 1: need folder and PSA page



Step 2: trim and glue on top of folder



Step 3: cut in between steps into thirds, leave the back of the folder in one piece

day 1: word problems



WORD PROBLEM #1

There are 8 dogs on a walk. 4 dogs run away. How many dogs are there now?

Name: _____

WORD PROBLEMS

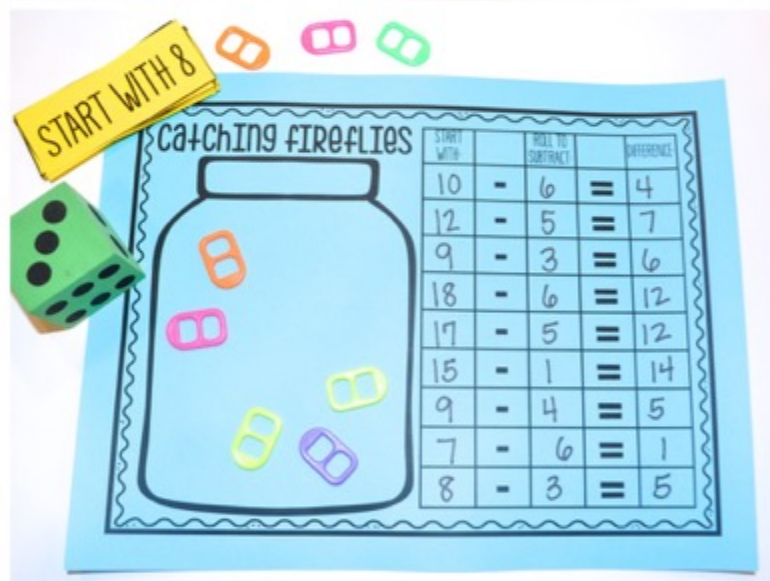
	KEY WORDS:	DO I NEED TO SUBTRACT?
1	run away, now	<input checked="" type="checkbox"/> OR <input type="checkbox"/>
2	fall, left	<input checked="" type="checkbox"/> OR <input type="checkbox"/>
3		<input type="checkbox"/> OR <input checked="" type="checkbox"/>
4	remain	<input checked="" type="checkbox"/> OR <input type="checkbox"/>
5	away, left	<input checked="" type="checkbox"/> OR <input type="checkbox"/>
6	eat, left	<input type="checkbox"/> OR <input checked="" type="checkbox"/>
7	eats, left	<input checked="" type="checkbox"/> OR <input type="checkbox"/>
8	more than	<input checked="" type="checkbox"/> OR <input type="checkbox"/>
9	fewer than	<input checked="" type="checkbox"/> OR <input type="checkbox"/>
10	now-ADDITION!	<input type="checkbox"/> OR <input checked="" type="checkbox"/>

Introduce Mr. Minus or subtraction key words, begin the P step

day 1: SUBTRACTION GAMES



Start with 8 counters.

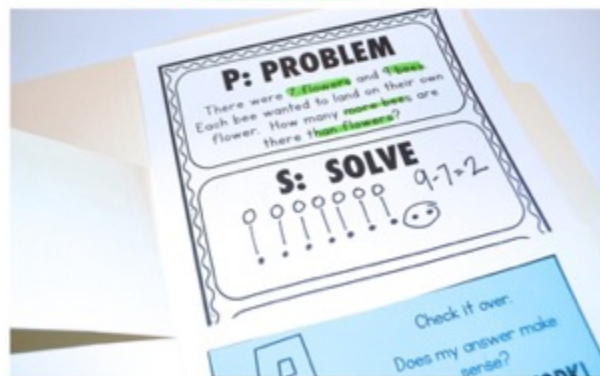
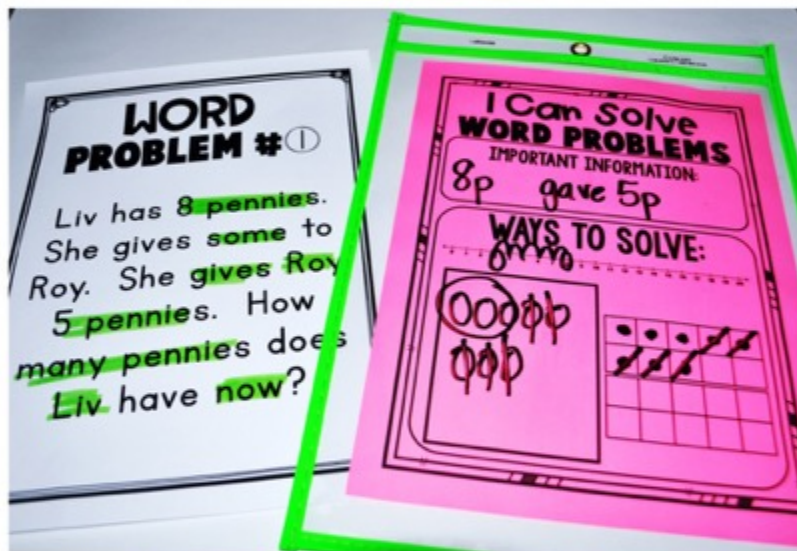
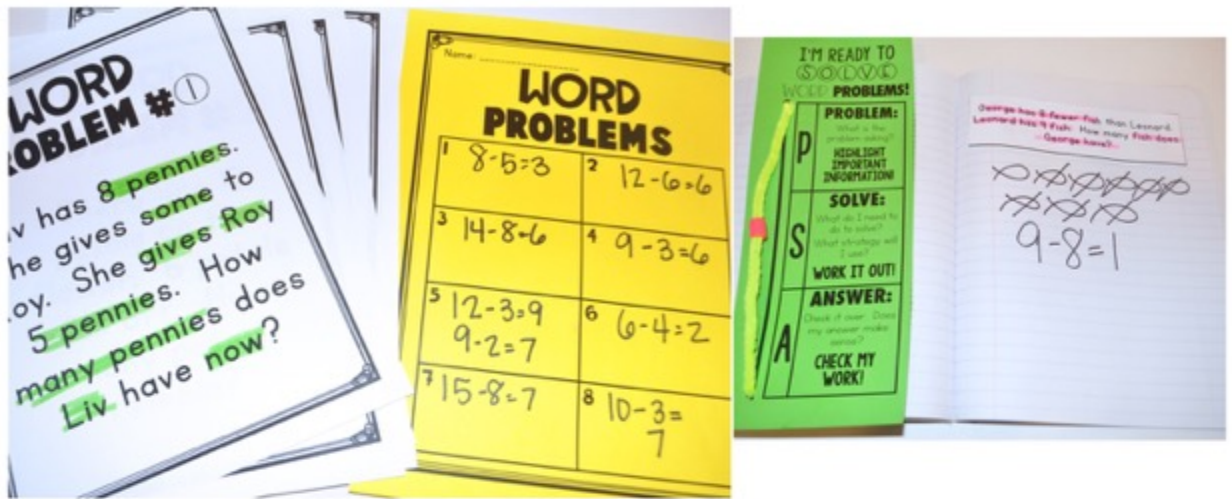


Take away 3 counters since I rolled a 3.

$$8 - 3 = 5$$

Students play Catching Fireflies. Students choose a card, add that many "fireflies" to their jar. Then, students roll a dice to take away.

day 2: word problems



Introduce the S step, students practice the P and S step

day 2: SUBTRACTION GAMES

ADD THEN SUBTRACT
ROLL TWO DICE TO GET A SUM
NOW, ROLL ONE DICE TO SUBTRACT. COVER THAT NUMBER.

7	8	3	2	5
5	4	6	7	10
6	10	5	8	7
8	7	6	4	12
11	1	9	3	0

ADD THEN SUBTRACT

ROLL 1	ROLL 2	SUM	DIFFERENCE	RESULT
6	2	= 8	- 1	= 7
3	4	= 7	- 2	= 5
3	3	= 6	- 6	= 0
6	1	= 7	- 4	= 3
4	4	= 8	- 6	= 2
4	1	= 5	- 2	= 3
3	3	= 6	- 1	= 5
6	5	= 11	- 4	= 7
6	4	= 10	- 3	= 7
5	3	= 8	- 4	= 4

I rolled a 5 and 3, so my sum is 8.

ADD THEN SUBTRACT
ROLL TWO DICE TO GET A SUM
NOW, ROLL ONE DICE TO SUBTRACT. COVER THAT NUMBER.

7	8	3	2	5
5	4	6	7	10
6	10	5	8	7
8	7	6	4	12
11	1	9	3	0

ADD THEN SUBTRACT

ROLL 1	ROLL 2	SUM	DIFFERENCE	RESULT
6	2	= 8	- 1	= 7
3	4	= 7	- 2	= 5
3	3	= 6	- 6	= 0
6	1	= 7	- 4	= 3
4	4	= 8	- 6	= 2
4	1	= 5	- 2	= 3
3	3	= 6	- 1	= 5
6	5	= 11	- 4	= 7
6	4	= 10	- 3	= 7
5	3	= 8	- 4	= 4

Then I rolled a 4 so I did $8-4=4$. I cover 4.

Students roll 2 dice and add together. Then, students roll one dice to subtract from the sum. Students cover their difference.

day 3: word problems

WORD Problem #1

There are 8 penguins sliding down the hill. 3 of the penguins got lost. How many penguins are left sliding?

Name: _____

WORD Problems

1 $8 - 3 = 5$ ○○○○○○

2 ||||| 12 - 5 = 7

3 $9 - 4 = 5$ ○○○○ ○○○○
 ↓ ↓ ↓ ↓
 | | | |

4 ? ! ! ! 7 - 3 = 4
 ○ ○ ○ ○ ○ ○

5 $14 - 8 = 6$

I'M READY TO SOLVE WORD PROBLEMS!

PROBLEM: What is the problem asking?
HIGHLIGHT IMPORTANT INFORMATION!

SOLVE: What do I need to do to solve?
What strategy will I use?
WORK IT OUT!

ANSWER: Check it over. Does my answer make sense?
CHECK MY WORK!

Tom and Shaun have 14 brownies. They gave 8 brownies to their friends. How many brownies are left?

~~○○○○○○○○○○○○○○○○○○○○~~ ○○○○○○

$14 - 8 = 6$

BLOOMING with WORD PROBLEMS
Name: _____

10 - 7 = 3
○○○○○○○○○○○○○○○○○○○○

12 - 9 = 6
|||||

12 - 7 = 8
|||

10 - 3 = 7
○○○○○○○○○○○○○○○○○○○○

9 - 3 = 6
○○○○○○○○○○○○○○○○○○○○

Combine the P and S steps,
Students complete Blooming
With Word Problems

day 3: SUBTRACTION GAMES


build A TOWER AND
BREAK IT DOWN!



	IN	MINUS	LEFT
20	-	8	= 12
20	-	4	= 16
20	-	9	= 11
20	-	7	= 13
20	-	5	= 15
20	-	1	= 19

	IN	MINUS	LEFT
20	-	3	= 17
20	-	2	= 18
20	-	3	= 17
20	-	6	= 14
20	-	8	= 12
20	-	1	= 19

build A TOWER AND
BREAK IT DOWN!



	IN	MINUS	LEFT
20	-	8	= 12
20	-	4	= 16
20	-	9	= 11
20	-	7	= 13
20	-	5	= 15
20	-	1	= 19

	IN	MINUS	LEFT
20	-	3	= 17
20	-	2	= 18
20	-	3	= 17
20	-	6	= 14
20	-	8	= 12
20	-	1	= 19

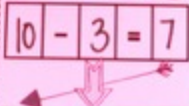
Students play Build a Tower and Break it Down! Students start with their tower, spin to take blocks away, and create their subtraction equation.


day 4: word problems

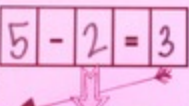
2-7=9
9-2=7

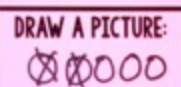
4-2=7
2-7

CHECK YOUR WORK!

$10 - 3 = 7$

 $7 + 3 = 10$

DRAW A PICTURE:

 $7 + 3 = 10$

$5 - 2 = 3$

 $2 + 3 = 5$

DRAW A PICTURE:

 $2 + 3 = 5$

I'M READY TO SOLVE WORD PROBLEMS!

P **PROBLEM:** What is the problem asking?
HIGHLIGHT IMPORTANT INFORMATION!

S **SOLVE:** What do I need to do to solve?
 What strategy will I use?

WORK IT OUT!

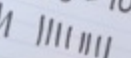
A **ANSWER:** Check it over. Does my answer make sense?
CHECK MY WORK!

2-7=9
9-2=7

2-7=9
9-2=7


Harlow has toy cars. She has 8 pink cars and 10 green cars. How many fewer pink cars does Harlow have than green cars?

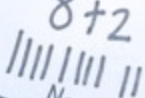
$10 - 8 = 2$
 2 fewer pink
 $2 + 8 = 10$



2-7
2-7=9
9-2=7

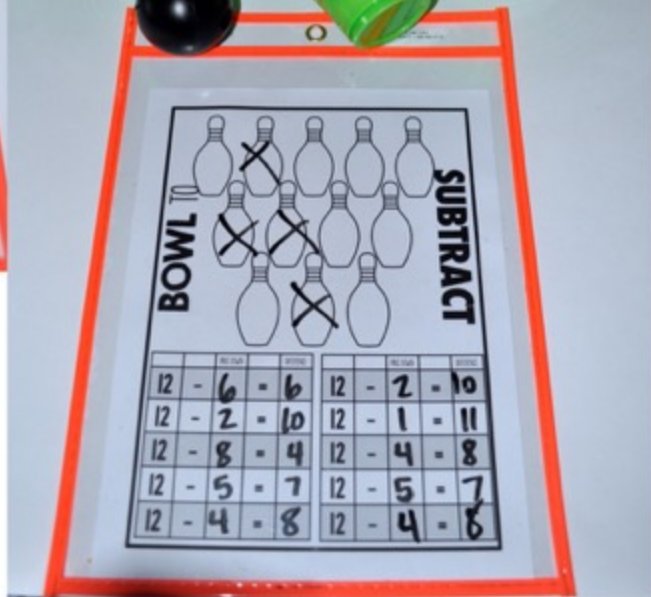
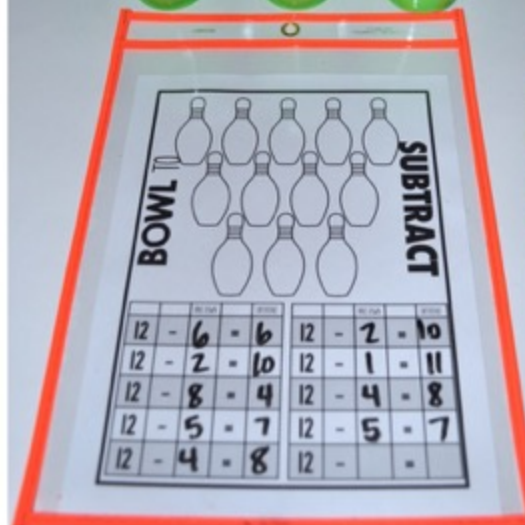
P: PROBLEM
 Harlow has toy cars. She has 8 pink cars and 10 green cars. How many fewer pink cars does Harlow have than green cars?

S: SOLVE

 $10 - 8 = 2$
 2 cars

A: ANSWER
 $8 + 2 = 10$

 Name: _____

Introduce how to check answers, Practice all 3 steps

day 4: SUBTRACTION GAMES



Students play Bowl to Subtract. Choose a starting number, knock down pins, and complete a subtraction equation.

day 5: WORD PROBLEMS

step 1:

$9 - 2 = 7$
 $2 \cdot 7$

$2 \cdot 7 = 9$
 $9 - 2 = 7$

Step 1: Riley saw 14 butterflies. 3 butterflies flew away. Then 4 more butterflies flew away. How many butterflies are left?

$3 + 4 = 7$

$14 - 7 = 7$

$7 + 7 = 14 \checkmark$

||||| |||||

I'M READY TO SOLVE WORD PROBLEMS!

P: PROBLEM:
What is the problem asking?
HIGHLIGHT IMPORTANT INFORMATION!

S: SOLVE:
What do I need to do to solve?
What strategy will I use?
WORK IT OUT!

A: ANSWER:
Check it over. Does my answer make sense?
CHECK MY WORK!

Name: _____

WORD PROBLEMS

1. There were 8 trees. 3 of the trees were green. The rest were orange. How many trees were orange?

$8 - 3 = 5$

a. 4 trees
b. 5 trees
c. 3 trees

2. Israel saw 1 truck and 8 cars. How many cars did he see?

$1 + 8 = 9$

a. 15 cars
b. 9 cars
c. 3 cars

3. Valerie had 12 blue socks. She had 4 green socks. How many fewer green socks did she have than blue socks?

$12 - 4 = 8$

a. 8 socks
b. 16 socks
c. 4 socks

4. There were 11 frogs sitting on a log. 3 frogs jumped off. Then 4 more frogs jumped off. How many frogs were left on the log?

$11 - 3 - 4 = 4$

a. 4 frogs
b. 4 frogs
c. 5 frogs

WE CAN CHECK SUBTRACTION WITH ADDITION

step 1:

$9 - 2 = 7$
 $2 \cdot 7$

step 2:

$2 \cdot 7 = 9$
 $9 - 2 = 7$

P: PROBLEM
Riley saw 14 butterflies. 3 butterflies flew away. Then 4 more butterflies flew away. How many butterflies are left?

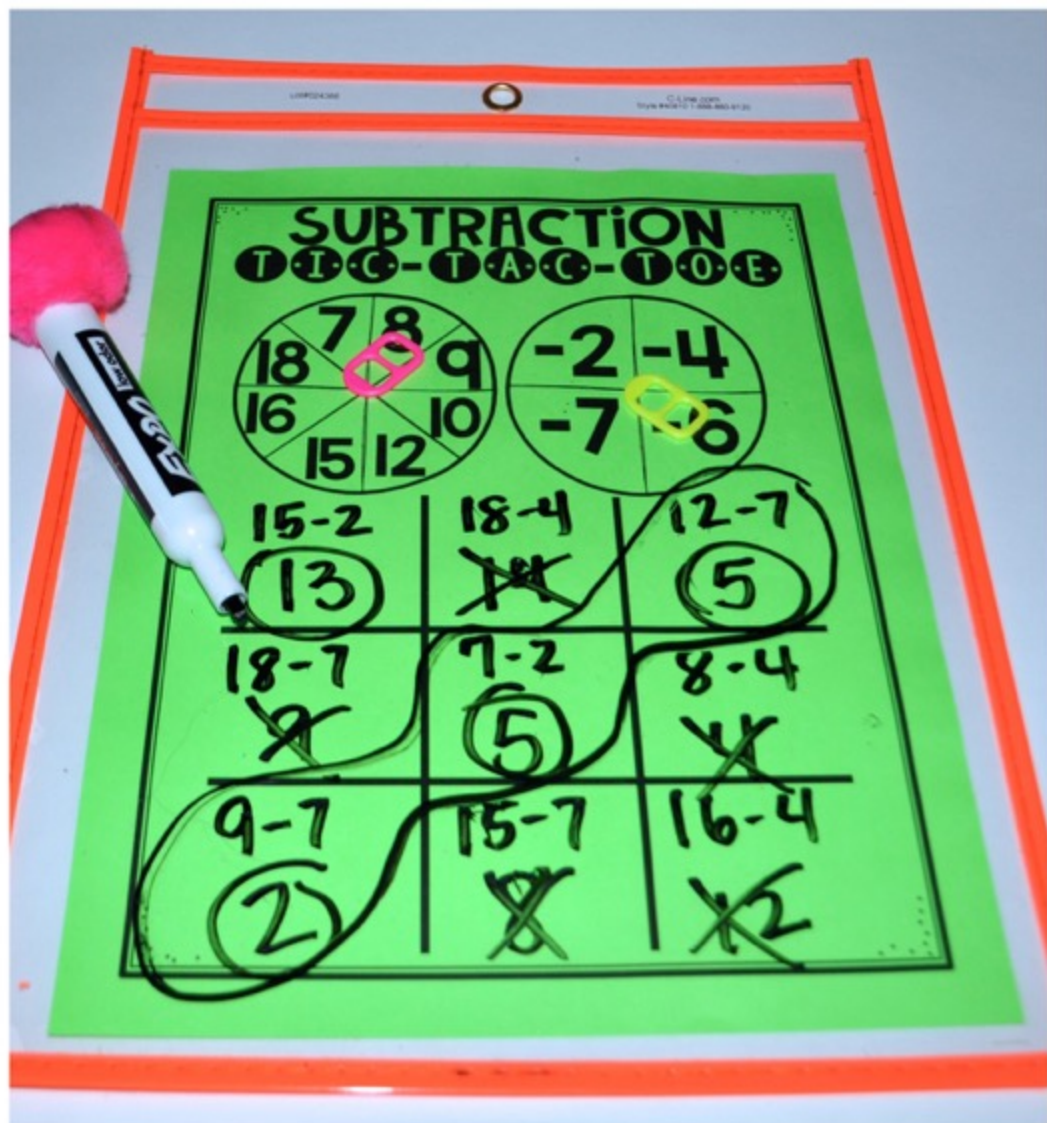
S: SOLVE
 $14 - 3 = 11$
 $11 - 4 = 7$ left

A: ANSWER
 $7 + 4 = 11$
 $11 + 3 = 14$

Name: _____

Students practice all three PSA steps and take an assessment.

day 5: SUBTRACTION GAMES



Students Play Subtraction Tic-Tac-Toe with a partner. Students spin to create a subtraction equation and choose a spot to take!

DAILY LESSON PLANS

INTRO TO SUBTRACTION Day ONE

FOCUS	OBJECTIVE	MATERIALS
Intro to Subtraction	I can understand subtraction.	counters, plastic sleeves, paperclips
VOCABULARY WORDS		WORD PROBLEM
EQUATION, DIFFERENCE, SUBTRACT		There are 7 fish. 2 fish swim away. How many fish are there now?

MINILESSON	ACTIVITY	INDEPENDENT PRACTICE
<p>Introduce the concept of subtraction with "How Many Now?"</p> <p>Students need 10 counters and a How Many Now Mat.</p> <p>Show students the story problems with the pictures. Display these through the projector or hold them up for students to see. Students build the number shown on their mat in the rectangle. Read how many objects are taken away. Students move those objects to the circle. Model taking the objects away by marking through them with an X. Students count how many counters are left in their rectangle to see "How many now?"</p> <p>There is a recording sheet if you want to use this activity as a seat.</p>	<p>Spin and Subtract Booklet! Students will use the spinner on the front cover. The number spun will tell the students how many to take away.</p> <p>Students look at the story problem and the picture. Students spin to see how many objects to remove or mark off. Students write the number spun in the blank. Students count how many objects there are now and write that in the square.</p> <p>Students cut their pages apart and staple together to make their booklet!</p>	<p>How Many Now? Students look at the pictures and read the story problems. Students will use the picture to model the story problem. Students will mark the objects that went away. Students count how many objects are left and write that number in the box.</p>

How many more	I can understand subtract:	the number sentence, build a model with counters, and complete the part/part/whole and number bond. As you do this on your chart students do it on their mat. This can be used throughout your subtraction unit.
VOCABULARY WORDS		
SUBTRACT, DIFFERENCE, HOW MANY MORE		

MINILESSON	ACTIVITY	INDEPENDENT PRACTICE
<p>Today we will be doing something similar to yesterday, but this time we will look at how many more instead of how many fewer. As a class, look at the how many more mats. You can complete a couple together and then break the students into groups to complete the rest. Students either draw the dots or use paint dabbers to complete the problems. Students fill in the question and complete the subtraction equation to match their problem.</p>	<p>How Many More Spots: Students will create a bug with spots using the printable or the templates. Students need neon dot stickers (often used in garage sales) OR they can draw the dots on. Students will use the word problem printable to guide their model. If I put on 5 pink and 8 orange dots, my problem would say "My bug has 5 pink spots. It has 8 orange spots. How many more orange spots does it have than pink spots?"</p> <p>Students lift up the bug to find the answer!</p>	<p>How Many More? Students cut out their dog and doghouse counters. Students will model the problem using the counters. Students line up the dogs and doghouses to find how many more. Students then draw the model on their recording sheets. Students will write an equation to match their model.</p>

INTRO TO SUBTRACTION Day THREE


FOCUS	OBJECTIVE	MATERIALS
Intro to Subtraction	I can understand subtraction.	dry erase markers, plastic sleeves, blocks or legos, paperclips
VOCABULARY WORDS		WORD PROBLEM
EQUATION, DIFFERENCE, SUBTRACT		There are 9 birds. 4 birds fly away. How many birds are left?


SUBTRACTION Day TWO		ACTIVITY	INDEPENDENT PRACTICE
OBJECTIVE	MATERIALS	<p>and Break Off! Students need 12 unifix or legos. You can use the block if included. They need a paperclip.</p> <p>Students will spin to see how many blocks will be in power. Students will take away that many blocks. Then they will see how many blocks are left to break off. Students remove blocks.</p> <p>Students create a subtraction equation to match what they did with the blocks.</p>	<p>Apple Math: Students read the story problem and color the apples accordingly. Students will figure out how many of each color apple they have. Students write a subtraction equation to match their picture.</p>
can understand subtraction.	plastic sleeves, dry erase markers, popsicle sticks, counters, optional: stickers		
WORD PROBLEM	There are 8 chicks. 3 chicks walk away. How many chicks are there now?		
ACTIVITY	INDEPENDENT PRACTICE		
Grab and Slide! Students can do this with a partner or by themselves. Students need at least 10 counters. You can have students use more depending on their level. Students grab a handful of counters from a bag. Put those on their mat. Students count how many and write that number on their recording sheet. Then, students use a popsicle stick to slide some of the counters away. Number that they slide away is what they are "taking from". Students write that number next in their equation. Now, students see how many counters did not slide. That is their answer.	<p>Make a Model! Students draw a picture to show what is happening in the story problem. Students can show the objects that remain by circling them and marking out the objects that went away. Students write a subtraction equation to match their model.</p> <p>Interactive Notebook: Cut around the rectangle and in between the flaps. Students make the model on the outside of the flaps. Students lift up the flap to write a subtraction equation that matches their model.</p>		


How many more	I can understand subtract:	the number sentence, build a model with counters, and complete the part/part/whole and number bond. As you do this on your chart students do it on their mat. This can be used throughout your subtraction unit.
VOCABULARY WORDS		
SUBTRACT, DIFFERENCE, HOW MANY MORE		


MINILESSON	ACTIVITY	INDEPENDENT PRACTICE
<p>Build a problem! Students need a problem building mat (they can also share with a partner), a set of monkeys and bananas, and a dry erase marker.</p> <p>Spin the spinner as a class, put that number of bananas on your mat. Spin the spinner as a class again and put that number of monkeys on your mat. Complete the sentence HOW MANY FEWER _____ THAN _____ and complete the subtraction sentence to match. So, if I have 7 monkeys and 2 bananas I will write "How many fewer bananas than monkeys? 7-2=5"</p>	<p>How Many Fewer Spots: Students will create a bug with spots using the printable or the templates. Students need neon dot stickers (often used in garage sales) OR they can draw the dots on. Students will use the word problem printable to guide their model. If I put on 5 pink and 8 orange dots, my problem would say "My bug has 5 pink spots. It has 8 orange spots. How many more orange spots does it have than pink spots?"</p> <p>Students lift up the bug to find the answer!</p>	<p>How Many Fewer? Students cut out their dog and doghouse counters. Students will model the problem using the counters. Students line up the dogs and doghouses to find how many more. Students then draw the model on their recording sheets. Students will write an equation to match their model.</p>


VOCABULARY CARDS


TAKE APART
 THERE ARE 3 APPLES. 2 APPLES ARE GREEN. THE REST ARE YELLOW. HOW MANY APPLES ARE YELLOW?


TAKE FROM
 THERE ARE 7 APPLES ON A TREE. 2 APPLES FALL. HOW MANY APPLES ARE THERE NOW?

HOW MANY MORE
 HOW MANY MORE LADYBUGS THAN LEAVES ARE THERE?
 $5 - 2 = 3$


HOW MANY FEWER
 HOW MANY FEWER BIRDS ARE THERE THAN BIRDHOUSES?
 $4 - 2 = 2$


PART
 WHOLE 8
 PART 4 PART 4

WHOLE
 WHOLE 8
 PART 4 PART 4

SUBTRACT ZERO
 WHEN I SUBTRACT ZERO FROM A NUMBER, THE NUMBER DOES NOT CHANGE!



UNKNOWN NUMBERS
 $7 - ? = 4$


SUBTRACT



ADD


EQUATION
 $9 - 4 = 5$

DIFFERENCE
 $9 - 4 = 5$

COUNTING BACK
 $7 - 3 = 4$


NUMBER LINE


SUBTRACT ALL
 WHEN I HAVE A NUMBER, AND I SUBTRACT ALL, I'M LEFT WITH ZERO!


DOUBLES
 $5 + 5$ $1 + 1$ $9 + 9$

i CAN STATEMENTS

I CAN:

SUBTRACT FLUENTLY

$$8 - 5 = 3$$



USE A NUMBER LINE TO COUNT BACK $7 - 3 = 4$



SUBTRACT ALL $7 - 7 = 0$

There were 7 cookies. We ate all 7 cookies. How many are left?

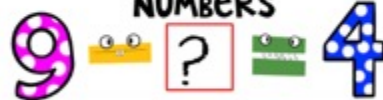


USE STRATEGIES TO SUBTRACT

$$10 - 3 = 7$$



SOLVE ADDITION AND SUBTRACTION PROBLEMS WITH UNKNOWN NUMBERS



DRAW A

PIC SOLVE SUBTRACTION WORD PROBLEMS

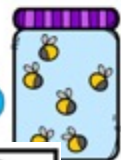
SUB

JENN HAS EIGHT DONUTS. SHE ATE THREE OF THEM. HOW MANY DONUTS DOES JENN HAVE NOW?



SUBTRACT ZERO $6 - 0 = 6$

There were 6 lightning bugs in the jar. None



FIND AN UNKNOWN NUMBER



RELATE SUBTRACTION TO ADDITION

WHAT IS 9 - 5?
THINK $5 + \dots = 9$

$$5 + 4 = 9$$

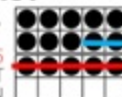
$$9 - 5 = 4$$

BREAK APART NUMBERS TO SUBTRACT

WHAT IS 6 - 7?
PLACE 15 COUNTERS IN 2 TEN FRAMES.



FIRST, TAKE AWAY 5 TO GET TO TEN



THEN TAKE AWAY 2 MORE SO THAT YOU HAVE TAKEN AWAY 7.

USE DOUBLES TO SUBTRACT

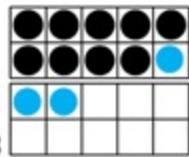
$$10 - 5 = ? \quad 12 - 6 = ?$$

$$8 - 4 = ? \quad 18 - 9 = ?$$

MAKE A TEN TO SUBTRACT

START AT 9. COUNT UP 1 TO MAKE 10. COUNT UP 2 MORE TO MAKE 12. YOU COUNTED UP 3.

$$12 - 9 = 3$$



UNDERSTAND SUBTRACTION



DAILY WORD PROBLEMS

WORD PROBLEM- DAY ONE

There are 7 fish. 2 fish swim away.
How many fish are left?

WORD PROBLEM- DAY TWO

There are 7 fish.
How many fish are left?

There are 8 chicks. 3 chicks walk away.
How many chicks are there now?

WORD PROBLEM- DAY THREE

There are 7 fish.
How many fish are left?

There are 8 chicks. 3 chicks walk away.
How many chicks are there now?

There are 9 birds. 4 birds fly away.
How many birds are left?

There are 7 fish.
How many fish are left?

There are 8 chicks. 3 chicks walk away.
How many chicks are there now?

There are 9 birds. 4 birds fly away.
How many birds are left?

There are 7 fish.
How many fish are left?

There are 8 chicks. 3 chicks walk away.
How many chicks are there now?

There are 9 birds. 4 birds fly away.
How many birds are left?

WORD PROBLEM- DAY FOUR

There are 7 fish.
How many fish are left?

There were 6 snakes. 2 snakes were taken away.
How many snakes are left?

There are 9 birds. 4 birds fly away.
How many birds are left?

WORD PROBLEM- DAY FIVE

There were 6 snakes. 2 snakes were taken away.
How many snakes are left?

There are 4 turtles. 1 turtle walks away.
How many turtles are there now?

There were 6 snakes. 2 snakes were taken away.
How many snakes are left?

There are 4 turtles. 1 turtle walks away.
How many turtles are there now?

There were 6 snakes. 2 snakes were taken away.
How many snakes are left?

There are 4 turtles. 1 turtle walks away.
How many turtles are there now?

There were 6 snakes. 2 snakes were taken away.
How many snakes are left?

There are 4 turtles. 1 turtle walks away.
How many turtles are there now?

There were 6 snakes. 2 snakes were taken away.
How many snakes are left?

There are 4 turtles. 1 turtle walks away.
How many turtles are there now?

There are 4 turtles. 1 turtle walks away.
How many turtles are there now?