
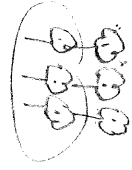
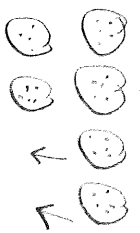


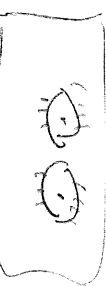
When do we use subtraction?

to take away

 $5 - 2 = 3$

to take a group apart

 $6 - 3 = 3$

to compare

 2 more
 $4 - 2 = 2$

Subtraction



Number Sentence equation

$10 - 6 = 4$
 ↑
 minus equal



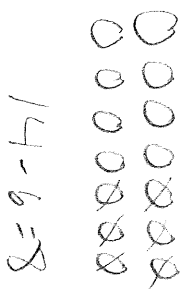
$10 - 6 = 4$

$4 = 10 - 6$

10⁰ OA
 Stepping Stones
 Middle 406

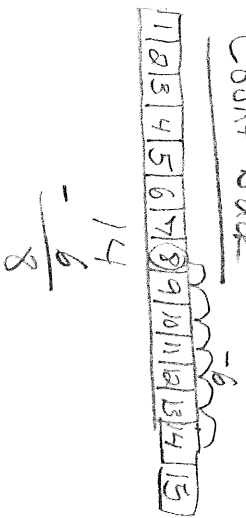
Which strategies help us subtract?

Take Away

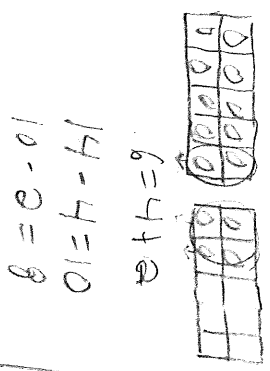


There are 14 birds in the tree, 6 flew away. How many birds are in the tree now?

Count back



Back Down Through Ten



Think Addition

$9 - 5 = \underline{\quad}$
 5 and what makes 9?
 $5 + \underline{\quad} = 9$

$\underline{\quad} - \underline{\quad} = \underline{\quad}$
 and
 What makes ?

Standards and Mathematical Practices

- 1) We will solve word problems and explain our thinking to others.
- 2) We will solve subtraction problems by modeling with mathematics.

What we know about subtraction

Trying what we want to learn about subtraction

UNIT PLANNING TOOL

Unit: 1st Grade OA Introducing Subtraction

CCSSM: 1.OA.A.1 Use + and - within 20 to solve word problems

1.OA.A.4 Understand subtraction as an unknown addend

1.OA.A.5 Relate counting to addition and subtraction

1.OA.A.6 + and - fluently within 20 using strategies

Math Practices being emphasized: Construct viable arguments and critique the reasoning of others.
Model with mathematics

Essential Questions

When do we use subtraction?
What strategies help us subtract?
What strategies help us solve subtraction word problems?
How are addition and subtraction related?

Pre and Post Assessments

Stepping Stones pre and post assessment
Teacher made check ins
Observations (targeting standards)

Key Concepts

Counting forward and backwards
Representing subtraction problems
 Concrete (using manipulatives/ acting out)
 Representing (drawing)
 Abstract (number sentences)
Reading word problems for meaning
Labeling units

Visual Models of Concepts

Algorithms/Diagrams

Connections (Real World Applications)

Looking for opportunities to give real world examples using students in the class or things they are familiar with

I have 10 books about dogs and cats. 5 are about dogs. How many are about cats?

Language Functions/Structures

compare describe explain

___ minus ___ is ___

___ subtract ___ is equal to ___

I subtracted ___ minus ___ because ___.

I used _____ to find the answer.

The answer is _____.

Why did you _____?

Vocabulary

subtraction

equals

is the same as

difference

the same amount as

taking from

taking apart

comparing

unknown

minus

part

missing part

total

Focus and MotivationLiterature: Cupcake Capers (big book Origo) (4.1, 4.3)Mouse Count (counting up and back)If You Were a Minus Sign by Trisha Speed ShaskanSubtraction Action by Loreen Leedy

Games: Counting up and back in a circle (4.1)

I have, who has (4.2)

Song – Subtraction Songs for Kids by Jack Hartmann (YouTube) focus: take away

My Dog Subtraction (YouTube) focus: take away

Brainpop Jr. – Basic Subtraction (strategy focus, a little later in unit)