

# Oct.Gr.1 Unit 2: Subtraction Concepts

Content Area: **Math**  
Course(s):  
Time Period: **October**  
Length: **4-5 Weeks**  
Status: **Published**

## Unit Overview

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Students will learn about subtraction concepts.

## Enduring Understandings

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Take away a part from a whole to find the difference.

You can use addition facts to find subtraction facts.

the symbol - represents take away.

Comparing groups can be used in subtraction.

## Essential Questions

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What is subtraction, and how do we do it?

## Instructional Strategies & Learning Activities

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• **Math – Chapter 2**

### Chapter at a Glance

### Pacing Guide

#### Suggested Pacing

Instruction	19 days
Review/Assessment	2 days
Total*	<b>21 days</b>

\*Includes additional time for remediation and differentiation.

Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
Lesson 1 <i>pp. 109-114</i>	Use models to represent and	• 5 chairs • musical recording		1.OA.1

<b>Subtraction Stories</b>	solve subtraction situations.	• two-color counters		<b>Major Cluster</b>
Lesson 2 <i>pp. 115-120</i> <b>Model Subtraction</b>	Subtract parts from a whole.	<ul style="list-style-type: none"> <li>• dominoes</li> <li>• cubes</li> <li>• rulers</li> <li>• pencils</li> <li>• staplers</li> <li>• books</li> <li>• sticky notes</li> <li>• two-color counters</li> <li>• Work Mat 3</li> </ul>	<b>subtract</b>	<b>MP</b> <b>1, 2, 3, 4, 5</b> 1.OA.1 1.OA.4  <b>Major Cluster</b>  <b>MP</b> <b>1, 2, 3, 4, 8</b>
Lesson 3 <i>pp. 121-126</i> <b>Subtraction Number Sentences</b>	Write subtraction number sentences.	<ul style="list-style-type: none"> <li>• number cubes (red 0-5, blue 6-10)</li> <li>• number/symbol cards</li> <li>• two-color counters</li> </ul>	<b>difference minus sign (-) subtraction number sentence</b>	1.OA.1  <b>Major Cluster</b>  <b>MP</b> <b>1, 2, 4, 6</b> 1.OA.3
Lesson 4 <i>pp. 127-132</i> <b>Subtract 0 and All</b>	Subtract 0 or find a difference of 0.	<ul style="list-style-type: none"> <li>• two-color counters</li> <li>• timer</li> </ul>		<b>Major Cluster</b>  <b>MP</b> <b>1, 2, 4, 5, 6, 7</b> 1.OA.6
Lesson 5 <i>pp. 133-138</i> <b>Vertical Subtraction</b>	Subtract across and down.	<ul style="list-style-type: none"> <li>• cubes</li> <li>• dominoes</li> <li>• two-color counters</li> </ul>		<b>Major Cluster</b>  <b>MP</b> <b>1, 3, 6, 7</b>
<b>Check My Progress</b> Lesson 6 <i>pp. 141-146</i> <b>Problem Solving Strategy: Draw a Diagram</b>	Draw a diagram to solve problems.	• write-on/wipe-off boards		1.OA.1  <b>Major Cluster</b>  <b>MP</b> <b>1, 2, 3, 5, 6, 7, 8</b> 1.OA.1
Lesson 7 <i>pp. 147-152</i> <b>Compare Groups</b>	Compare groups of up to nine objects.	<ul style="list-style-type: none"> <li>• paper bag</li> <li>• cubes</li> <li>• two-color counters</li> <li>• Work Mat 1</li> <li>• craft sticks</li> </ul>	<b>compare</b>	<b>Major Cluster</b>  <b>MP</b>

Lesson 8 <i>pp. 153-158</i> <b>Subtract from 4 and 5</b>	Subtract numbers from four and five.	<ul style="list-style-type: none"> <li>• connecting cubes</li> </ul>	<b>1, 2, 3, 4, 5</b> 1.OA.6  <b>Major Cluster</b>
Lesson 9 <i>pp. 159-164</i> <b>Subtract from 6 and 7</b>	Subtract numbers from six and seven.	<ul style="list-style-type: none"> <li>• number/symbol cards</li> <li>• connecting cubes</li> <li>• computer games</li> <li>• board games</li> <li>• flash cards</li> </ul>	<b>MP</b> <b>1, 2, 4, 5, 6</b> 1.OA.6  <b>Major Cluster</b>
<b>Check My Progress</b>			<b>MP</b> <b>2, 3, 4, 5, 6, 8</b>
Lesson 10 <i>pp. 167-172</i> <b>Subtract from 8</b>	Subtract numbers from eight.	<ul style="list-style-type: none"> <li>• index cards</li> <li>• stickers</li> <li>• connecting cubes</li> </ul>	1.OA.6  <b>Major Cluster</b>
Lesson 11 <i>pp. 173-178</i> <b>Subtract from 9</b>	Subtract numbers from nine.	<ul style="list-style-type: none"> <li>• connecting cubes</li> <li>• flash cards</li> <li>• number/symbol cards</li> </ul>	<b>MP</b> <b>1, 2, 3, 6</b> 1.OA.6  <b>Major Cluster</b>
Lesson 12 <i>pp. 179-184</i> <b>Subtract from 10</b>	Subtract numbers from 10.	<ul style="list-style-type: none"> <li>• ten-frame</li> <li>• cubes</li> <li>• Work Mat 3</li> </ul>	<b>MP</b> <b>1, 2, 3, 4, 6</b> 1.OA.6  <b>Major Cluster</b>
Lesson 13 <i>pp. 185-190</i> <b>Relate Addition and Subtraction</b>	Find related addition and subtraction facts.	<ul style="list-style-type: none"> <li>• connecting cubes</li> <li>• two-color counters</li> <li>• Work Mat 3</li> <li>• string</li> </ul>	<b>related facts</b>  <b>MP</b> <b>1, 2, 3, 5, 6, 8</b> 1.OA.6  <b>Major Cluster</b>
Lesson 14 <i>pp. 191-196</i> <b>True and False Statements</b>	Determine whether math statements are true or false.	<ul style="list-style-type: none"> <li>• index cards</li> <li>• cubes</li> </ul>	<b>MP</b> <b>2, 3, 4, 6, 7, 8</b> 1.OA.7  <b>Major Cluster</b>
			<b>MP</b> <b>1, 2, 3, 5, 6</b>

## Fluency Practice My Review and Reflect

### Chapter 2: Targeted Strategic Intervention

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- Differentiated Instruction
- What's the Math in This Chapter?
- Reading Connections

### **Integration of Career Readiness, Life Literacies and Key Skills**

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Students will establish and follow rules, routines, and responsibilities throughout the year.

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

TECH.9.4.2.CI.1

Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.CT.2

Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

TECH.9.4.2.CI.2

Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

WRK.9.2.2.CAP.1

Make a list of different types of jobs and describe the skills associated with each job.

Different types of jobs require different knowledge and skills.

TECH.9.4.2.CT.3

Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

### **Technology and Design integration**

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Students will interact with the textbook/workbooks on the Smartboard throughout My Math Lessons.

Students will engage in lessons on Dreambox, an interactive Math program that allows progress at a students own pace through the Standards in Math for Grade 1.

### **Interdisciplinary Connections**

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Students will use leveled books to reinforce and extend problem-solving skills and strategies.

LA.RI.1.1

Ask and answer questions about key details in a text.

LA.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

## **Differentiation**

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Each My Math unit throughout the series offers "approaching level", "on level" and "Beyond level" differentiated instructional hands-on choices, as well as ELL differentiated support. Please refer to the teacher edition for the activities.

## **Modifications & Accommodations**

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IEP and 504 accommodations will be followed.

## **Formative Assessments**

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Teacher observation

Student conferences

Discussion

Activities

games

homework

## **Benchmark Assessments**

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Aimsweb math testing three times a year.

## **Summative Assessments**

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My Math chapter assessments

## **Instructional Materials**

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See materials listed in the above lesson plans.

## Standards

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MA.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
MA.1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
MA.1.OA.B.3	Apply properties of operations as strategies to add and subtract.
MA.1.OA.B.4	Understand subtraction as an unknown-addend problem.
MA.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$ , one knows $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ).