

# Unit 4 - Subtraction Strategies to 20

Content Area: **Mathematics**  
Course(s):  
Time Period: **December**  
Length: **4-6 weeks**  
Status: **Published**

## Unit Overview

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In Unit 4 students will connect with the theme of Let's Explore the Ocean!, which centers around activities children can do at the ocean and the animals children can see there. This is reflected in problem solving and the visuals that connect how math is used in studying the ocean.

## Essential Questions

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“What strategies can I use to subtract?”

## Content

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How to count back to subtract.

How to take apart a number to subtract to make 10.

How to find a missing addend using addition and subtraction.

How to use the same four numbers to add and subtract.

## Skills

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Start with the greater number and count back by the smaller number to find the difference.

Take apart the number being subtracted into two numbers that will result in a 10.

Solve a subtraction number sentence by using its related addition fact.

Use the same three numbers to create a fact family for the numbers 3, 8, and 11.

## Assessments

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Chapter Readiness Quiz

Teacher Observation

Check My Progress

Oral and Listening Assessment

Chapter Test

## Lessons/Learning Scenarios

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MyMath Grade 1

Chapter 4: Lessons 1-8

## Standards

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CCSS.Math.Content.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.
CCSS.Math.Content.1.OA.B.4	Understand subtraction as an unknown-addend problem.
CCSS.Math.Content.1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
CCSS.Math.Content.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 $6 + 6 + 1 = 12 + 1 = 13$ ).
CCSS.Math.Content.1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

## Resources

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*MyMath Grade 1*, McGraw-Hill (2013)

- dominoes
- two-color counters
- number cubes
- rulers
- pencils
- staplers

- books
- sticky notes
- index cards
- stickers
- connecting cubes
- two-color counters
- write-on/wipe-off boards
- Work Mats