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| **3-6** **Subtraction word problems** |
| 1.OA.1  1.OA.4  1.OA.5 |
| **Teen flashes**  **Money routine**  **Number partners**  **Tens and Ones (10 + 3 = 13 ---blue cards).**  **Draw a Math Mountain:**  I had 8 peanuts. Then I ate 5 of them. How many peanuts are left?  Guide students to count on from 5 to 8 to get the missing number.  How many peanuts are left?  Why is 3 the answer?  **Write an equation:**  Listen to the story problem again, is it a plus story or a minus story?  How do you know?  Let’s write the equation: 8-5 = 3  Identify the total and the partners. How can we find the partner if we don’t know?  Solving a minus story or equation is just like finding an unknown partner.  Practice: Other equations both horizontal and vertical.  **Recognize a reasonable answer:**  There were 6 children swimming. Then 4 children went home. How many children are still swimming?  What is the answer to the problem? Does the answer 2 children make sense? Why? Why wouldn’t the answer 10 children make sense?  **Pg. 97 –** Explain that sometimes the label matches the problem and sometimes it does not. Think about what the label should be. |
| 3-7 Subtraction stories |
| 1.OA.1  1.OA.4  1.OA.5 |
| **Teen Cards (Blue cards)**  **Number partner Houses**  **Introduce a word problem.**  Have students decide if it is a minus or addition problem. When they decide discuss how to translate the problem into a number sentence. Then have students show ways that they can solve.  **Samples:**  There were 7 robins on a fence. Then 5 of them flew away. How many are still on the fence?  10 bagels were on the plate. Then my friends ate 6 of them. How many bagels are left?  Paco made 8 vases in art class. 3 of the vases broke. How many does he have now?  **Subtraction word problems with money.**  Review nickels and pennies. Have students count with you. Discuss solving a word problem using money.  Lisa has 1 nickel and 4 pennies. She buys a marble for 3 cents. How many cents does she have now?  I have 1 nickel and 3 pennies. I want to buy a sticker for 2 cents. How many cents will I have left?  Vito has 1 nickel and 5 pennies. He loses 3 pennies. How many cents does he have now?  Meaghan has 1 nickel and 4 pennies. She gives me 2 of the pennies. How many cents does she have now?  Students complete **Pg. 99** and after it is checked, they create word problems of their own on index cards to be solved in a center later on. |
| **3-8 Subtraction Game: Unknown Partner** |
| 1.OA.1  1.OA.4  1.OA.5 |
| **Counting on practice 3 ( 9-6 = \_\_, 6-4 = \_\_\_)**  **Teen Cards (Blue cards)**  **Number Partners**  **Subtract Pancakes:**  I made 7 pancakes. Who wants to stack them on the breakfast table?  Have a student come and eat some of the pancakes.  We knew the total numbers of pancakes when we started. What was it?  Then \_\_\_\_ ate 4 of them. Let’s write the minus problem.  7-4 = \_\_\_  How can you count on to find out how many pancakes are left in the stack?  How can you check to see if the answer is correct?  **Number Quilt Game using orange counting on cards: Page 91 from lesson 3.4**  **Page 103** – reasoning with more/less. |
| **3-9 & 3-10 Practice with Subtraction Stories** |
| 1.OA.1  1.OA.4  1.OA.5 |
| **Counting on practice 3 ( 9-6 = \_\_, 6-4 = \_\_\_)**  **Teen Cards (Blue cards)**  **Number Partners**  Solve both addition and subtraction unknown equations with story problems and math mountains. Also, try addition and subtraction unknown coin story problems.  We saw 10 kangaroos. Then 4 of them jumped away. How many kangaroos are left?  Father made 7 sandwiches. He put 3 on Julie’s plate and the rest on Dan’s plate. How many were on Dan’s plate?  Carla had 1 nickel and 3 pennies. Then she lost 1 of the pennies. How many cents does she have now?  My brother has 1 nickel and 5 pennies. He gives me 3 of the pennies. How many cents does he have left?  Page 105 extending the pattern: |