**Teacher**: Rebecca Burleson **Subject**: Math Grade 1, Primary ALS **Time**: 12:00-1:15pm

STAR Key Question:

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| **Question:** How do we solve subtraction story problems?  **Skills**:   * Drawing a picture * Using a number line * Counting Backwards * Number Identification/Rote Counting * One to One Correspondence   **1.OA.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.  **1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) |

­­­­­­­­­Explore/Explain Instruction:

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| **Explore**:  Students will be given a subtraction story problem for the first time with a counting mat and visuals to help them try to solve the problem. This can be used as a type of pre-assessment as well. First, as a whole group, we will talk about “Linus the Minus,” (a subtraction character to go along with, “Gus the Plus”) and the key words that we hear such as take away, less, fewer, and difference before they start the problem. This will help guide them in the right direction of subtraction without giving them any strategies or answers. Then, students will try to solve the problem with a partner using a Valentine’s day based problem with Hershey kisses for engagement. Since they have been working on addition story problems, it is likely that they will add the two parts together out of habit.  **Explain**:  Students will share their strategies and record them on the board to help them visualize the different things that their peers have done. I can ask students what differences they see from the story problems we have been practicing so far this year. If they need more support, we will revisit the story problem routine and ask whether we have more or less when we finish the problem. After we share our strategies, I will share the game: Roll and Record: Subtraction. They have been planning Roll and Record, but they have been doing addition. I will tell students that we will practice this game and subtracting to help us solve the new problems.  After the game has been explained, students will split into two groups. Group 1 will work on the game, Roll and Record: Subtraction at Miss Sarah’s table. Group 2 will go to Miss Burleson’s table to work on subtraction story problems, one to one correspondence, and color/number identification. Kaylee and JR will first go in the hallway to practice a variety of 1-1 correspondence activities that promote tactile/kinesthetic learning and sensory movement. Freddie and Damon will practice doing subtraction story problems for 5-10 minutes. When all students come together, we will work on color identification as a group, an activity that we do every day during math.  Then the students will switch. Group 1 will work with me practicing subtraction story problems. I will model some strategies as we go, helping students practice new problem solving strategies for our problems. Tomorrow we will begin charting strategies that students are practicing so we can look back at the chart when we need help. Group 2 will work with Miss Sarah performing two-three activities that are also performed daily in math. First, students will work on one to one correspondence activities to build the perquisite skills for our story problems. Next group 2 will work on 2 different color identification activities to help build our color knowledge from labels to identification.  Students will complete their individual assessments independently. They will repeat a very similar story to the story that they first explored with.  After the assessment, students will come together to reflect on their learning. I will ask students to share some new vocabulary words they learned such as less, fewer, minus, or subtraction. I will also ask if they can name any new strategies. All students will practice giving praise while their peers share. Tomorrow, we will practice specific strategies and will chart our ideas as we progress through the story problems. |

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| **Explore**:  Students will work in partners that will be given to them; struggling students will be matched with a peer who is more advanced in their story problems to help complete the task. Adults in the room will also provide questions to prompt their actions and give them support if they are not understanding the problem.  **Explain:**  Kaylee and JR will perform a plethora of VAKT strategies and activities to help build basic math skills needed to access the Investigations curriculum. These activities promote sensory learning and provide many breaks that help these students succeed. They will also being exposed to subtraction vocabulary, story problem routine vocabulary, and many other adapted first grade curricular skills during the explanations. Freddie and Damon will also perform a variety of VAKT inspired activities to build their basic math skills as well. They will also be exposed to several subtraction story problems, where we will incorporate their specific math needs with the Investigations curriculum.  **Assessment:**  Kaylee and JR will have an individualized assessment. Although they are being exposed to the first grade mathematics curriculum, they are not accessing these story problem type lessons with modifications individualized to their needs. Therefore, they will be assessed on their specific goals/needs in one to one correspondence and rote counting. These would be prerequisite skills to solving story problems.  Freddie and Damon will work with smaller numbers for the subtraction story problems than the other half of the class. They are given a modified version of the adapted assessment created for the majority of the class.  \*\* As always, some students will be provided with hand over hand manipulation or tracing, some students will use highlighter writing, and other students will be provided with more specific picture clues as they perform their subtraction story problems. Much of the lesson will be repeated in the next few days to establish strategies and routines for solving subtraction story problems. |

Assessment:

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| For all students but two, they will be assessed using a very similar story to the first problem they explored with. We want to see them apply new strategies or move towards counting backwards instead of adding our numbers together.  Kaylee and JR will be assessed counting and creating sets to 3 and applying one to one correspondence with these activities. This is also an assessment that is applied multiple times on a weekly schedule. |