

Grade: First grade		Subject: Real World Subtraction Problems	
Materials: manipulatives (pumpkins, apples, birds, flowers), subtraction worksheet, OPTIONAL: marker and whiteboard for students		Technology Needed: N/A	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard: 1.OA.4 Demonstrate understanding of subtraction as an unknown-addend problem 1.OA.6 Use strategies to add and subtract within twenty Fluently add and subtract within ten 1.OA.7 Demonstrate understanding of the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false 1.OA.8 Determine the unknown whole number in an addition or subtraction equation that uses three whole numbers		Universal Design for Learning Below Proficiency: Students who are below proficiency they will be present during whole group instruction and work on their individual worksheet at their desk. If there is a paraprofessional in the room, they can work with students who are below proficiency if needed. Above Proficiency: Students who are above proficiency will be able to provide the class with the correct answers during whole group instruction. When working independently, the students will finish their work efficiently, with little to no help. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: whole group manipulatives (pumpkins, apples, flowers, birds) • Auditory: spoken instruction • Kinesthetic: using hands to write on whiteboards/worksheet and grab manipulatives • Tactile: worksheet/whiteboard 	
Objective: By the end of the lesson, students will be able to use visuals to subtract numbers to ten. Bloom's Taxonomy Cognitive Level: Analyze, Apply, Understand			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be seated during whole group instruction and be able to answer the subtraction problems on their whiteboards efficiently and appropriately. They will be seated for the majority of the lesson, raising their hands when they have a question or are done with their individual worksheets. They will also follow classroom management procedures put in place by the teacher.		Behavior Expectations- (procedures/expectations specific to the lesson, rules, and expectations, etc.) Students are expected to behave responsibly and respectfully towards their teacher and peers. They are expected to be paying attention during whole group instruction and working in a timely manner during their individual work time. During whole group instruction, students will be able to answer the subtraction questions on their whiteboards appropriately.	
Minutes	Procedures		
	Set-up/Prep before lesson: whole group visuals (pumpkins, apples, birds, and flowers)		
1-2 minutes; no more than five	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Start with ten pumpkins in your hand, but you want to give four away to four different students. Ex: say, “I have 10 pumpkins, but I want to share with 4 of my friends (hand out to 4 students in the class), how many pumpkins do I have left?” The students will look at the pumpkins in your hand and be able to count them		

	to give you the correct answer. After this, students should have a basic understanding for the whole group instruction.	
5-10 minutes	<p>Explain: (teacher-led)</p> <p>Inform your students that being able to use math and subtracting every day is especially important. They will always need it. Have the students stay seated in their desk with a marker and white board.</p> <p>Start with introducing the problem: "I have nine apples, but I ate seven of them. How many apples are left?" Have the visualizing props (apples in this case) to show the students how many you have left). Once the students answer correctly on their whiteboards, move onto the next visual/question. Question 2: "I have a bouquet of six flowers, and I gave three of them to (pick a student to give them to). How many flowers do I have left?" Once the students answer correctly on their whiteboards, move onto the next visual/question. Question 3: "There are nine birds in the nest, four birds flew away. How many birds are left in the nest?" Once the students answer the question correctly on their whiteboards, redirect them to show them their individual subtraction worksheet.</p>	
Age-level appropriate	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <p>The students will work independently on their subtraction worksheets. They will be handed out after whole group instruction. The teacher will walk around to help where needed.</p>	
1-2 minutes	<p>Closure (wrap up and transition to next activity):</p> <p>Once the teacher notices most of the students finishing their math worksheet the teacher will walk around and look at their worksheets to ensure they are complete. Once they have finished their worksheet, they will put them in their mailboxes and move onto their math interventions and rotations.</p>	
	<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (document of student learning, data collection) Students will hold up their whiteboards during whole group instruction, and this will help the teacher know if they are understanding the content or not. The teacher will keep a mental checklist of which students who are not fully understanding the curriculum and take note of that after the whole group instruction is complete. 	<p>Summative Assessment (linked back to standard, END of learning)</p> <p>There will be no summative assessment for this particular lesson. Students will be breaking this down and working with fact families next week, summative assessment on this unit will be determined based on student understanding of fact families.</p>
<p>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>The students responded very well to this particular lesson. I had them sitting on the carpet with their whiteboards and markers to keep them more attentive and interactive. Each student held up their whiteboards with the correct answer to each whole group instruction problem.</p> <p>One thing I would change is adding magnets to the back of the whole group instruction manipulatives, as I was fanning them out in my hands, and it was hard for the students to see them and count them. If they had magnets on them, the students would be able to count them on the board and I can easily take some off the board to help them visualize the subtraction of each thing in the story problems.</p>		