

TRY IT NOW LESSON SAMPLER

HMH  Into Math[®]

STUDENT EDITION





Waiting can be hard.

**How can a countdown
make it fun?**

©HMH Education Company • Image Credit: ©NASA

How many seconds until the rocket blasts off?

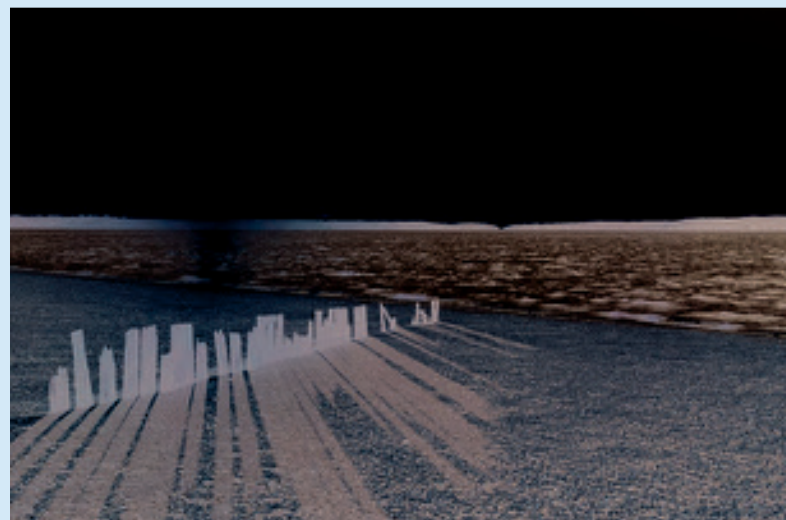
How many minutes until the bread is baked?

How many hours until the sun sets?

How many days until the weekend?

How many months until summer?

Don't wait to take out the bread. It will burn!



**Turn
& Talk**

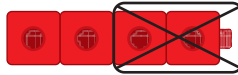
How can you tell how much time is left in a countdown?

Prerequisite Check

Complete these problems to review prior concepts and skills you will need for this module.

Model Subtraction

- 1 Use cubes to show the number. Subtract.
Complete the equation.



$$4 - 2 = \underline{\quad}$$

Use Symbols to Subtract

- 2 Use the picture. Show the subtraction equation.



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

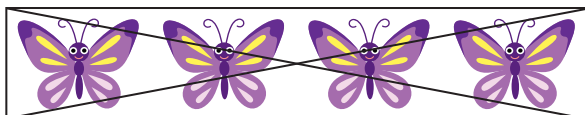
Subtract All or Zero

- 3 Show how many are left.



$$3 - 0 = \underline{\quad}$$

- 4 Show how many are left.



$$4 - 4 = \underline{\quad}$$

Name _____

Lesson 2.1

Represent Subtraction

Learning Goal

I can represent subtraction using objects, pictures, and equations.

Choose how well you understand this learning goal:



I don't understand.



I need more practice.



I've got it.

Lesson Tools



Spark Your Learning

There are 9 frogs.
Then 2 frogs hop away.
How many frogs are there now?

How can you use tools to solve the problem?



Show your thinking.

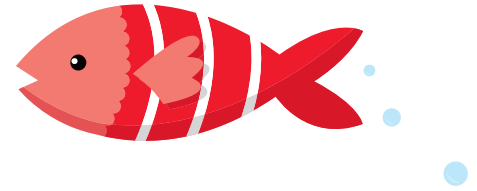
There are _____ frogs now.

Turn & Talk

How do the actions of the frogs in the problem show subtraction?

Task 1

MP Reason There are 10 fish in a group.
Then 4 fish swim away.
How many fish are there now?



A. Draw to show the problem.

B. How many fish are in the group to start?

How many fish swim away?

Vocabulary

4 **minus** 3 is equal to 1.

4 **—** 3 = 1

The **difference** is 1.

C. Complete the equation to find the difference.

_____ — _____ = _____

D. There are 10 fish in a group.
Then 4 fish swim away.
How many fish are there now?

There are _____ fish now.

Turn & Talk

How do you know where to put the numbers in your equation?

Name _____

Task 2

MP Model with Mathematics 12 children are at the beach. 5 children leave.

How many children are at the beach now?

A. Draw to show the problem.

B. Subtract. Complete the equation to solve.

_____ = _____ - _____

C. 12 children are at the beach.
5 children leave.

How many children are at the beach now?

There are _____ children at the beach now.

Vocabulary

To **subtract** means to take away objects from a group or to compare groups.

$$4 - 3 = 1$$

Review Spark Your Learning

How did you make sure you showed the problem correctly? If a problem describes taking away, would the answer be more or fewer than the number at the start?

Quick Check

- 1** There are 8 balloons in a room.
2 balloons float away from the others.
How many balloons are there now?



Complete the equation to solve.

_____ - _____ = _____

_____ balloons

Subtract. What is the difference?

2 $9 - 3 = \underline{\hspace{2cm}}$ **3** $11 - 7 = \underline{\hspace{2cm}}$ **4** $\underline{\hspace{2cm}} = 8 - 5$

Learning Goal

I can represent subtraction using objects, pictures, and equations.

Choose how well you understand this learning goal:



I don't understand.



I need more practice.



I've got it.



Pause for your next steps.

Name _____

Practice on Your Own

MP Model with Mathematics

- 1** 12 seagulls are on the beach.
8 seagulls fly away. How many
seagulls are on the beach now?

Complete the equation to solve.

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

 seagulls



Practice on Your Own

2 **MP Reason** Sue has 8 books. She gives some away. How many books could she have now?

A. Complete the equation to show how many books Sue could have now.

$$8 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

 books

B. Use objects to show your thinking.

Subtract. What is the difference?

3 $10 - 4 = \underline{\hspace{2cm}}$	4 $11 - 2 = \underline{\hspace{2cm}}$	5 $7 - 5 = \underline{\hspace{2cm}}$
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6 $13 - 4 = \underline{\hspace{2cm}}$	7 $10 - 8 = \underline{\hspace{2cm}}$	8 $9 - 0 = \underline{\hspace{2cm}}$
--	--	---

9 $\underline{\hspace{2cm}} = 6 - 3$	10 $\underline{\hspace{2cm}} = 12 - 6$	11 $\underline{\hspace{2cm}} = 9 - 9$
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PRACTICE PLUS



Name _____

Represent Subtraction

Worked Example

1 There are 4 bears in the woods. Then 1 bear walks away. How many bears are there now?

A. Use counters to show the problem.



B. How many bears are in the group to start?

4 bears

C. How many bears walk away?

1 bear

D. Complete the equation to find the difference.

$$\begin{array}{r} \underline{4} - \underline{1} = \underline{3} \\ \underline{3} \text{ bears} \end{array}$$

Practice

2 Give an equation to solve.

There are 11 children at the park. Then 8 children leave. How many children are at the park now?

$$\begin{array}{r} \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} \text{ children} \end{array}$$

Give an equation to solve.

- 3** There are 7 birds in a tree. Then 3 birds fly away.
How many birds are in the tree now?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$\underline{\quad}$ birds

.....

- 4** Jamar has 10 grapes. Then he gives 5 grapes away.
How many grapes does he have now?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$\underline{\quad}$ grapes

.....

- 5** Sam has 6 shells. Then he gives 2 shells away.
How many shells does he have now?

A. Use counters to show the problem.

B. Show an equation.

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

C. How many shells does he have now?

$\underline{\quad}$ shells

Subtract. Show the difference.

6 $6 - 3 = \underline{\quad}$

7 $9 - 2 = \underline{\quad}$

8 $\underline{\quad} = 10 - 7$

9 $\underline{\quad} = 12 - 6$

- 10** There are 9 fish under a boat. Then 5 fish swim away. Which equation shows how many fish are under the boat now?

☐ $9 - 5 = 4$

☐ $5 - 1 = 4$

☐ $9 + 5 = 14$

- 11** There are 13 books on a table. Then 5 books fall on the ground. How many books are on the table now?

☐ 18 books

☐ 8 books

☐ 6 books

- 12** Ray has 11 peaches. Then he gives some away.
How many peaches could he have now?

A. Give an equation to solve.

$$11 - \underline{\quad} = \underline{\quad}$$

$\underline{\quad}$ peaches

B. Use objects to show the equation.

Train Your Memory

- 13** Logan has 4 stickers. Then he gets 3 more stickers.
How many stickers does Logan have now? (*Lesson 1.1*)

A. Complete the equation.

$$\underline{\quad} \bigcirc \underline{\quad} \bigcirc \underline{\quad}$$

B. How many stickers does Logan have now?

$\underline{\quad}$ stickers

- 14** Add or subtract. (*Fluency*)

$$7 + 0 = \underline{\quad} \quad 5 - 5 = \underline{\quad}$$

TRY IT NOW LESSON SAMPLER

HMH  Into Math[®]

TEACHER'S GUIDE



World of Math

⌚ 15 minutes

Use this activity after children complete the Prerequisite Check or when you have 15 minutes of time.

STUDENT CONTENT

Waiting can be hard.

How can a countdown make it fun?

How many seconds until the rocket blasts off?

How many minutes until the bread is baked?

How many hours until the sun rises?

How many days until the weekend?

How many months until summer?

Turn & Talk

How can you tell how much time is left in a countdown?



TEACHER GUIDE

Use this activity after children complete the Prerequisite Check or when you have 15 minutes of time. Display the digital version of World of Math from HMH Ed, or have children read along from their books.

First, read the teaser and the question that begins World of Math. Have children offer answers to the question. Read the passage aloud to children while they follow along or together as a choral read.

ASK Which countdown uses a clock? Which countdown uses a calendar? **Sample answers:** The time for the rocket, bread, and sunset can be measured with a clock. The weekend and start of summer can be measured with a calendar.

Now, have children complete the **Turn & Talk** routine. Have children share some of their answers with the whole class.

ASK How can you tell how much time is left in a countdown? **Sample answers:** I can count backwards until I get to zero.

Finally, have children share examples of something fun they had to wait for days to happen. **Sample answers:** party, family vacation, field trip

Prerequisite Check

⌚ 1 Day

- Assign **Prerequisite Check** to determine children's readiness for this module.
- Use the Data-Driven Support table to support prerequisite understanding.
- To administer offline, have students complete page 6 in the Student Edition.

STUDENT CONTENT

- 1** Use cubes to show the number. Subtract. Complete the equation.



$$4 - 2 = \underline{2}$$

- 2** Use the picture. Show the subtraction equation.



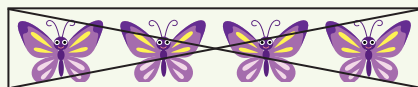
$$\underline{5} - \underline{1} = \underline{4}$$

- 3** Show how many are left.



$$3 - 0 = \underline{3}$$

- 4** Show how many are left.



$$4 - 4 = \underline{0}$$

LESSON 1

⌚ 45 minutes

Represent Subtraction

What should I understand about the math?

- Explore subtraction by representing word problems with objects or pictures to develop the ability to reason quantitatively.
- Reason to model subtraction with equations.
- Explain what the numbers and symbols in a subtraction equation mean, and how the numbers are related to make connections between these abstract representations and the context.

MP Mathematical Practice

- [2] Reason abstractly and quantitatively.
[4] Model with mathematics.

What will children learn in this lesson?

PRIOR LEARNING

Students:

- represented subtraction with concrete and visual models as well as verbal explanations, expressions, or equations.

THIS LESSON

Mathematical Concepts and Skills

Students:

- **Focus** Use . . . subtraction within 20 to solve word problems involving situations of . . . taking from . . . with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- **Focus** . . . subtract within 20, demonstrating fluency for . . . subtraction within 10.

Learning Objective: Solve subtraction word problems and represent subtraction in different ways, such as with objects, drawings, and equations.

Language Objective: Show how to use objects, pictures, and equations to represent subtraction word problems, and describe the actions, connecting the actions to the subtraction contexts.

FUTURE CONNECTIONS

Students:

- will subtract within 100 to solve one- and two-step word problems.
- will subtract within 100 using drawings and equations.

Manipulatives & Materials

Per child

- Crayons
- 20 Foam Two-Color Counters
- 20 Linking Cubes

Per group

- Crayons
- 20 Foam Two-Color Counters
- 20 Linking Cubes

HMH Ed*

- Counters

Vocabulary

- difference
- minus (–)
- subtract

Use the WTL routine within the lesson, where it makes sense to support all children.

What does this lesson look like in my classroom?

FIRST, launch the Classcraft Essential Session to teach the lesson.

Whole-Class Interactive Presentation

HMH Classcraft™

- ✓ Presentation Slides
- ✓ Interactive Tasks
- ✓ Teacher Notes
- ✓ Real-Time Data



TEACHERS present the session.



CHILDREN participate using books or devices.

Learning Goal: I can represent subtraction using objects, pictures, and equations.

Get Ready

- Learning Goal routine

Learn

- **Spark Your Learning:** Three Reads routine
- **Task 1:** Three Reads and Stronger and Clearer Each Time routines
- **Task 2:** Three Reads and Discussion Supports routines
- **Review Spark Your Learning**

Assess

- Quick Check routine
- Learning Goal routine

+ Turn & Talk routines

Insights

Participation 
Self-Evaluation 
Standards Proficiency 

USE the Program Activity Report to differentiate instruction.

Teacher-Led Small-Group Activities

Independent Practice

Collaborative Groups

★ **RECOMMENDED FOR ALL CHILDREN: Practice on Your Own***

Personalized adaptive practice
HMH Waggle*



* Find all resources for differentiation and practice on page 139.

Begin Essential Session

⌚ 45 minutes

STUDENTS

Use books and/or devices. Devices generate insights.

TEACHERS

Launch the lesson with Classcraft from Ed.



Get Ready

Learning Goal

📖 Student Edition p. 7

STUDENT CONTENT

I can represent subtraction using objects, pictures, and equations.

Choose how well you understand this learning goal:

- 🌱 I don't understand.
- 🌱 I need more practice.
- 🌻 I've got it.

TEACHER GUIDE

START the session by using the **Learning Goal** routine to assess children's confidence with the lesson objective.

1. Read aloud the **I Can** statement. Give children time to think about what the statement means.
2. Clarify how to represent a situation using objects, pictures, and equations by using examples involving addition.
3. Children will individually assess their content knowledge based on the **I Can** statement.
4. Review children's responses to see how well they understand today's learning.
5. Tell children they will revisit the **I Can** Statement at the end of the session.

Learn

⚡ Spark Your Learning 🧑🏫

Manipulatives



📖 Student Edition p. 7

STUDENT CONTENT

There are 9 frogs.
Then 2 frogs hop away.
How many frogs are there now?



How can you use tools to solve the problem?
Show your thinking.

TEACHER GUIDE

FIRST, review the problem and the **Spark Discussions** table on the following page. This prepares you to know what children are asked to do and what they might do when solving the problem.

NOW, use the **Three Reads** routine to support children in understanding the problem.

1. **First Read**: Children read or listen to the problem with a focus on the context of the problem. Discuss the problem with children to be sure they understand the context.

ASK What is the problem about?

There are some frogs. Then some hop away.

TEACHER GUIDE, CONTINUED

2. **Second Read:** Reread the problem with a focus on what the quantities represent.

ASK What numbers are important? Why are they important? **9; 2; Possible answer:** There are 9 frogs, and then 2 frogs hop away. I need to know how many frogs there are to start and how many frogs hop away to find how many frogs there are now.

3. **Third Read:** Reread the problem for the third time with a focus on the question being asked: *How many frogs are there now?*

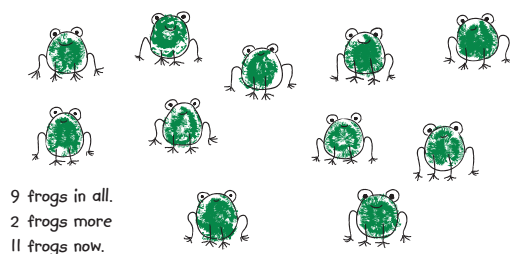
Have children brainstorm possible strategies and engage in independent think time before solving the problem.

NEXT, have children solve the problem. As children solve the problem, monitor their responses and use the **Spark Discussions** table to provide common-error support and to encourage children who used correct strategies to share their thinking.

 Spark Discussions

Encourage children to be mindful of what is happening in the word problem as they represent it. Remind children that they have been modeling word problems involving joining and addition. Now, they will be representing word problems involving taking away a part from a whole.

Addressing Common Errors Children might draw 9 frogs and then draw 2 more frogs. They may not understand the concept of subtraction. Use the scripting to provide support for this error.



ASK Think back to the problem. How did you show the problem? **Possible answer:** I drew 9 frogs. Then I drew 2 more frogs. 9 frogs and 2 frogs more make 11 frogs now.

ASK Let's use cubes to show the problem. How can you show there are 9 frogs to begin? **Count out 9 cubes and show them.**

ASK What happens next in the problem? How can you show this? **Then 2 frogs hop away. Take away 2 of the cubes.**

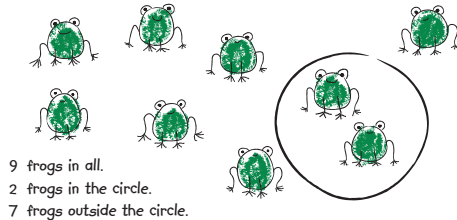
ASK How can you draw to show what you did with the cubes? **I can draw 9 frogs at the start. I can cross out 2 frogs to show the frogs that hop away. Then there are 7 frogs now.**

ASK Does the word problem describe joining or taking away? **taking away**

Learn | Essential Session

Spark Discussions, *continued*

Deepening Student Thinking If children circle or cross out 2 frogs to show the frogs that hop away correctly, then use the scripting to help them explain their thinking.



ASK How did you solve the problem? **Possible answer:** I drew 9 frogs. Then I circled 2 of the frogs for the frogs that hopped away. There are 7 frogs now.

ASK How does your model match what is happening in the word problem? **Possible answer:** The problem says that there are 9 frogs, so I drew 9 frogs. The problem says that then 2 frogs hop away, so I circled 2 of the frogs.

ASK If a word problem describes taking away, should there be more frogs now than at the start or fewer frogs? Why?

Possible answer: If you take away frogs, there are fewer frogs.

Spark Your Learning, *continued*

STUDENT CONTENT

Turn & Talk

How do the actions of the frogs in the problem show subtraction?

Possible answer: The problem is about frogs hopping away from a group in the same way that subtraction is about taking away part of a group.

TEACHER GUIDE

FINALLY, have children complete the **Turn & Talk** routine.

Ask children to explain how the action in the problem shows subtraction.

Give children the opportunity to share their thinking. For children who need more practice, suggest they use cubes or counters to show the problem.



TEACHING STRATEGY

Multilingual Learners: Supporting All Language Learners

Use a vocabulary chart as a graphic organizer, placing the term *subtract*, *difference*, or *minus* in the center. Have children complete the vocabulary chart using their work from the problem about frogs.

Use the Supporting All Language Learners chart to let students choose the language scaffolding that they need.

Language Proficiency Level	Scaffolding Examples
 Substantial Use a vocabulary chart graphic organizer with the term <i>subtract</i> in the center to allow children to show their representations of the word problem about frogs. Have children draw pictures to show the subtraction word problem and how they solved it. Place the drawings on the vocabulary chart.	Examples of different representations of the subtraction word problem about frogs on a vocabulary chart include: drawing a whole group and crossing out part of the group and drawing a whole group and circling part of the group.
 Moderate Use a vocabulary chart graphic organizer with the term <i>subtract</i> in the center to support children in using words to describe subtraction. Elicit words from children that describe and represent the action in the word problem about frogs and the term <i>subtract</i> . Record children's responses on the vocabulary chart.	Examples of words on a vocabulary chart to describe the action in the word problem about frogs and subtraction include: take away, 2 frogs hop away, cross out, erase, the whole is 9 frogs, part, fewer, and less.
 Light Use a vocabulary chart graphic organizer with the term <i>difference</i> in the center to allow children to show their understanding of key terms in subtraction. Elicit words or examples from children that describe and represent the term. Repeat for the term <i>minus</i> .	Words or examples on a vocabulary chart that describe the term <i>difference</i> for the word problem about frogs may include: 7 frogs left, left over, $9 - 2 = 7$, part, 7 frogs left, fewer, and less.

Learn | Essential Session

Task 1  Student Edition p. 8

STUDENT CONTENT

MP Reason There are 10 fish in a group. Then 4 fish swim away.



How many fish are there now?

A. Draw to show the problem.

Possible answer shown.



B. How many fish are in the group to start?

10

How many fish swim away?

4

VOCABULARY

4 **minus** 3 is equal to 1.

4 $-$ 3 = 1

The **difference** is 1.

C. Complete the equation to find the difference.

10 $-$ 4 = 6

D. There are 10 fish in a group.

Then 4 fish swim away.

How many fish are there now?

There are 6 fish now.

TEACHER GUIDE

Consider using the **Words to Learn** routine for **minus (-)** and **difference** when children need to describe their thinking. Or, if there are ML children in your class, you may use the routine before instruction begins.

START the task by making sure children understand the problem. The **Three Reads** routine can help support children make sense of the problem.

MP NEXT, have children use the **Mathematical Practice: Reason** in Part A by using objects or drawings. In Parts B and C, their reasoning becomes more abstract with the use of numerals and symbols.

Have children brainstorm possible strategies and engage in independent think time before solving the problem.

NOW, have children solve the problem.

ASK How many fish do you start with? How many fish swim away? How many fish are left?

10; 4; 6

THEN, have children use the **Stronger and Clearer Each Time** routine to discuss their thinking.

Have children write down their reasoning for solving the problem and any questions about it. Then, in pairs, have children share their thinking. Remind children to ask questions of each other that focus on describing their thinking, especially related to using objects, drawings, or equations. Ask them to consider how to represent the word problem about a group of fish. After some fish swim away, there is a smaller group left. Invite them to use insights from the discussion to refine their answers or reasoning.



TEACHING STRATEGY

Common Error

Children may write an equation that does not match their model or the word problem situation.

ASK How does your model show the word problem?

I started by showing 10 counters for the 10 fish. Then I crossed out 4 of the counters for the 4 fish that swam away. There are 6 counters left for the 6 fish there are now.

ASK Now, let's look at the equation you wrote. What does your equation say? Possible answer: My equation says 10 fish minus 6 fish that swim away is equal to 4 fish now.

ASK Does your model and your equation both tell the same story? How might you make your equation match your model?

no; Possible answer: I can change my equation to show 10 fish minus 4 fish that swim away is equal to 6 fish now.

Task 1, continued

STUDENT CONTENT

**Turn
& Talk**

How do you know where to put the numbers in your equation?

Possible answer: fish to start – fish that swim away = fish left

TEACHER GUIDE

FINALLY, have children complete the **Turn & Talk** routine. Review children's equations. Have children describe their equations using the following language: 10 fish to start minus 4 fish that swim away is equal to 6 fish left.



TEACHING STRATEGY

UDL Support: Engagement

If you notice a child isn't understanding the word problem context, invite the child to think of an animal they know or like, and then restate the word problem using their chosen animal. **ASK** *What animal do you know or like? How could you use the animal that you like in the story problem, instead of the fish?*

Depth of Knowledge Leveled Questions

If time allows, use these questions to progress children through different levels of understanding.

**Level 1: Recall**

How do you know whether to use addition or subtraction?

Possible answer: Some fish leave, or are taken away, so I use subtraction.

**Level 2: Basic Application of Skills & Concepts**

What tools can you use to represent the subtraction problem?

Possible answer: I can use cubes to show the total number of fish and then take some away to show the fish that swim away.

**Level 3: Strategic Thinking and Complex Reasoning**

Write your own subtraction word problem with an equation and picture to match.

Check children's word problems and equations.

Students get opportunities to work in Depth of Knowledge 4 in the Module Project.

Learn | Essential Session

Task 2 ⓘ

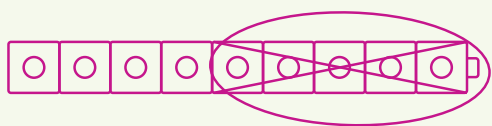
Student Edition p. 9

STUDENT CONTENT

MP Model with Mathematics 12 children are at the beach. 5 children leave. How many children are at the beach now?

A. Draw to show the problem.

Possible answer shown.



B. Subtract. Complete the equation to solve.

$$7 = 12 - 5$$

VOCABULARY

To **subtract** means to take away objects from a group or to compare groups.

$$4 - 3 = 1$$

C. 12 children are at the beach. 5 children leave.

How many children are at the beach now?

There are 7 children at the beach now.

TEACHER GUIDE

Consider using the **Words to Learn** routine for **subtract** when children need to describe their thinking. Or if there are ML children in your class, you may use the routine before instruction begins.

START the task by making sure children understand the problem. The **Three Reads** routine can help support children make sense of the problem.

MP NEXT, have children use the **Mathematical Practice: Model with Mathematics**. When children write an equation to model this subtraction problem, they write the difference to the left of the = symbol.

ASK Where do you write the difference in this equation?
before the = symbol

What numbers do you write after the = symbol?

the number of children to start, then the number who leave

ASK How could you write this equation a different way?

Possible answer: $12 - 5 = 7$

NOW, have children solve the problem.

ASK How did you show the problem?

Possible answer: I used 12 counters and then took 5 away.

THEN, use the **Discussion Supports** routine to help children discuss their thinking.

Revoice children's discussion to model precise mathematical language use when explaining their thinking, strategies, or reasoning. Ask clarifying questions to help children apply appropriate language.



TEACHING STRATEGY

UDL Support:
Representation

For children who need more support to solve the word problem, encourage them to choose from different materials, which may include counters, picture cutouts, or cutouts of their own drawings. Additionally, let children know they can choose to act out the word problem in a small group.



TEACHING STRATEGY

Multilingual Learners

If children need support to write an equation in which the difference is to the left of the *is equal to* symbol (=), display an equation in this format. For example, $3 = 5 - 2$ and read the equation aloud. Emphasize that each side of the equal symbol has a value that is 3, so the values are equal. Repeat using other examples. Have children read aloud the equation in the problem.

⚡ Review Spark Your Learning 🧑🏫

📖 Student Edition p. 9

STUDENT CONTENT

There are 9 frogs.
Then 2 frogs hop away.
How many frogs are there now?



How can you use tools to solve the problem?
Show your thinking.

How did you make sure you showed the problem correctly? If a problem describes taking away, would the answer be more or fewer than the number at the start?

TEACHER GUIDE

NOW, review **Spark Your Learning**.

ASK How did you make sure you represented the problem correctly?

Possible answer: I made sure I showed each part of the problem. I made sure I used the correct number of cubes. When the problem said that some frogs hopped away, I made sure I took away cubes.

ASK Was the answer less than or more than the number of frogs to begin? How do you know?

less than; **Possible answer:** I know the number should be less because the problem says some frogs hopped away.

ASK Does the word problem describe joining or taking away?

taking away

ASK If a word problem describes joining, do you add or subtract? **add**

If a word problem describes taking away, do you add or subtract? **subtract**

Use the feedback from children's answers to inform your next steps in Differentiation and Practice.



TEACHING STRATEGY

Multilingual Learners

Use and complete a table graphic organizer to support children's discussion on comparing adding with subtracting. Include a column for Add and a column for Subtract. Include a row each for: symbol, representation, equation, and words. Responses can include symbols, drawings, equations, and words.

Assess

Quick Check

 Student Edition p. 10

STUDENT CONTENT

- 1** There are 8 balloons in a room. 2 balloons float away from the others. How many balloons are there now?

Complete the equation to solve.

$$\underline{8} - \underline{2} = \underline{6}$$

6 balloons



Subtract. What is the difference?

2 $9 - 3 = \underline{6}$

3 $11 - 7 = \underline{4}$

4 $\underline{3} = 8 - 5$

TEACHER GUIDE

NOW, use the **Quick Check** to determine children's mastery of the lesson objectives.

To measure all children's mastery of the language objective, ask them to use objects or pictures to represent a subtraction word problem. Ask them to describe the actions and how they show subtraction. Ask them to write a subtraction equation for the problem, and to describe the equation using the terms *minus* (–) and *difference*.

See the Language Development Resource Guide for a sample answer.



TEACHING STRATEGY

Multilingual Learners

Use similar scaffolds to those provided in the Multilingual Learners Teaching Strategy for Spark Your Learning to ensure the children have appropriate supports to represent their work.

Example: For problem 4, encourage children to write the equation that is given in the problem and read aloud the equation in the form of: Blank is equal to eight minus five. Have children write down words or draw pictures as a reminder for themselves that one side of the equal symbol needs to have a value that is equal to the other side.

Learning Goal

STUDENT CONTENT

I can represent subtraction using objects, pictures, and equations.

Choose how well you understand this learning goal:



I don't understand.



I need more practice.



I've got it.

TEACHER GUIDE

FINALLY, use the **Learning Goal** routine to assess children's confidence with the lesson objective.

1. Share the I Can statement with children again. Ask children to assess their learning individually.
2. Review the class results and discuss how the data changed from the beginning of the session.
3. Use these results and other data from today to plan differentiated instruction and future learning.

End Essential Session

UP NEXT: Differentiation and Practice

HMH Ed⁺ Program Activity Report

 Gathered Insights generate Program Activity Report



Lesson 2.1: Represent Subtraction

★ RECOMMENDED FOR ALL CHILDREN

Practice on Your Own

Assign these problems to children to solve independently.

🕒 Insights available from Assessment Report on Ed.

📖 Student Edition p. 11

STUDENT CONTENT

MP Model with Mathematics



- 1 12 seagulls are on the beach.
8 seagulls fly away. How many
seagulls are on the beach now?

Complete the equation to solve.

$$\underline{10} - \underline{4} = \underline{6}$$

4 seagulls

- 2 MP Reason Sue has 8 books. She gives some away.
How many books could she have now?

- A. Complete the equation to show how many books Sue
could have now.

$$8 - \underline{1} = \underline{7}$$

7 books

- B. Use objects to show your thinking.



Subtract. What is the difference?

3 $10 - 4 = \underline{6}$

4 $11 - 2 = \underline{9}$

5 $7 - 5 = \underline{2}$

6 $13 - 4 = \underline{9}$

7 $10 - 8 = \underline{2}$

8 $9 - 0 = \underline{9}$

9 $\underline{3} = 6 - 3$

10 $\underline{6} = 12 - 6$

11 $\underline{0} = 9 - 9$

Practice On Your Own, *continued*

Item Guide		
Item #	DOK	Aligns to
1	1	Task 1
2A, 2B	2	
3–8	1	
9–11	1	Task 2

Name _____

Represent Subtraction

Worked Example

- 1** There are 4 bears in the woods. Then 1 bear walks away. How many bears are there now?

A. Use counters to show the problem.



B. How many bears are in the group to start?

4 bears

C. How many bears walk away?

1 bear

D. Complete the equation to find the difference.

$$\begin{array}{r} \underline{4} - \underline{1} = \underline{3} \\ \underline{3} \text{ bears} \end{array}$$

Practice

- 2** Give an equation to solve.

There are 11 children at the park. Then 8 children leave. How many children are at the park now?

$$\begin{array}{r} \underline{11} - \underline{8} = \underline{3} \\ \underline{3} \text{ children} \end{array}$$

Give an equation to solve.

- 3** There are 7 birds in a tree. Then 3 birds fly away.
How many birds are in the tree now?

$$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array} = \begin{array}{r} 4 \\ \hline \end{array}$$

4 birds

.....

- 4** Jamar has 10 grapes. Then he gives 5 grapes away.
How many grapes does he have now?

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array} = \begin{array}{r} 5 \\ \hline \end{array}$$

5 grapes

.....

- 5** Sam has 6 shells. Then he gives 2 shells away.
How many shells does he have now?

A. Use counters to show the problem.



B. Show an equation.

$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array} = \begin{array}{r} 4 \\ \hline \end{array}$$

C. How many shells does he have now?

4 shells

Subtract. Show the difference.

6 $6 - 3 = \underline{3}$

7 $9 - 2 = \underline{7}$

8 $\underline{3} = 10 - 7$

9 $\underline{6} = 12 - 6$

- 10** There are 9 fish under a boat. Then 5 fish swim away. Which equation shows how many fish are under the boat now?

☒ $9 - 5 = 4$

☐ $5 - 1 = 4$

☐ $9 + 5 = 14$

- 11** There are 13 books on a table. Then 5 books fall on the ground. How many books are on the table now?

☐ 18 books

☒ 8 books

☐ 6 books

- 12** Ray has 11 peaches. Then he gives some away.
How many peaches could he have now?

A. Give an equation to solve.

Accept any possible equation.

$$11 - \underline{4} = \underline{7}$$

7 peaches

B. Use objects to show the equation.

Check children's work.



Train Your Memory

- 13** Logan has 4 stickers. Then he gets 3 more stickers.
How many stickers does Logan have now? (*Lesson 1.1*)

A. Complete the equation.

$$\underline{4} \quad \bigoplus \quad \underline{3} \quad \bigoplus \quad \underline{7}$$

B. How many stickers does Logan have now?

7 stickers

- 14** Add or subtract. (*Fluency*)

$$7 + 0 = \underline{7} \quad 5 - 5 = \underline{0}$$