1st Grade
Tier 2 Intervention Lessons

Readiness Standard 6 - K.OA.5b

Learning Target: I will subtract numbers within 5

Readiness for 1.OA.6b: Subtract numbers within 10

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Table of Contents

Session 1: Planning Guide ..... p. 4

Session 1: Re-engagement Lesson Resources ..... p. 5-10

Sessions 2 through 8: Planning Guide p.11

Sessions 2 through 8: Lesson Resources ..... p. 12-50

Independent Practice Activity: "Subtract Within 5: Match-ups" ..... p. 51-54

Classroom Poster: Questions for Solving Word Problems ..... p. 55

Tier 1 Support Classroom Poster: Steps for Solving Word Problems ..... p. 56

IES Recommendations for Tier 2 and 3 intervention lessons:

2. Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8. These materials should be selected by committee.	**Low**
3. Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.	**Strong**
4. Interventions should include instruction on solving word problems that is based on common underlying structures.	**Strong**
5. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.	**Moderate**
6. Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.	**Moderate**
7. Monitor the progress of students receiving supplemental instruction and other students who are at risk.	**Low**
8. Include motivational strategies in tier 2 and tier 3 interventions.	**Low**

(Institute of Educational Sciences, Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, 2009, p. 6)

Gradual release of responsibility model

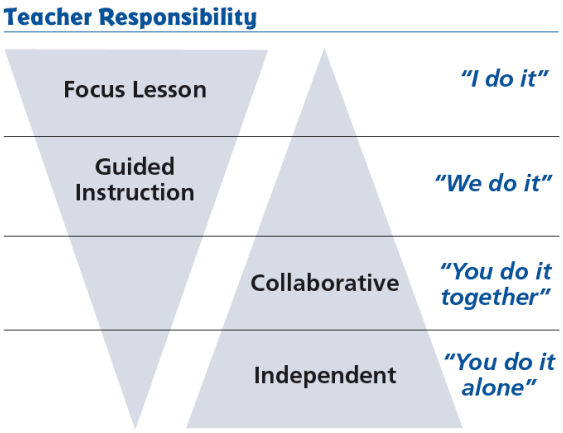

Figure 1

(Dr. Douglas Fisher, Effective Use of the Gradual Release of Responsibility Model)

Planning Guide: Session 1

1st Grade - Readiness Standard 6 - K.OA.5b

Learning Target: I will subtract numbers within 5

Readiness for subtracting numbers within 10

Recommended Actions	
Beginning *(15 min.)*	Review the readiness standard with the intervention group using the **Guided Review** ➢ Introduce the learning target and why it is important for future learning ➢ Read each question on the Guided Review and ask students to share what they remember from the previous school year.
Middle *(5 min.)*	➢ Ask students to reflect on their progress towards the learning target ➢ What did I remember about the learning target? ➢ What did I learn today about the learning target? ➢ How confident do I feel about doing the learning target on my own?
End *(10 min.)*	➢ Assess each student's progress using **Quick Check – Form A** ➢ Guide students to self-correct their **Quick Check – Form A** ➢ Guide students to chart their progress by recording the date and Quick Check score in their **Growth Chart** ➢ Collect each student's Quick Check and Growth Chart
After	➢ Create sub-groups to differentiate the middle of sessions 2 through 8 o Group 1 – Include students who did not meet the learning goal o Group 2 – Include students who met or exceeded the learning goal

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1st Grade Fall Guided Review

Readiness Standard 6 - K.OA.5b

Name_____ Date_____

Learning Target: I will subtract numbers within 5.

4 – 2 = ____	5 – 1 = ____
2 – 1 = ____	3 – 1 = ____
5 – 2 = ____	4 – 3 = ____
2 – 0 = ____	5 – 4 = ____
4 – 1 = ____	3 – 2 = ____
5 – 3 = ____	4 – 0 = ____

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1st Grade Winter Guided Review

Readiness Standard 6 - K.OA.5b

Name_____ Date_____

Learning Target: I will subtract numbers within 5.

4 – 2 = ____	5 – 1 = ____
2 – 1 = ____	3 – 1 = ____
5 – 2 = ____	4 – 3 = ____
2 – 0 = ____	5 – 4 = ____
4 – 1 = ____	3 – 2 = ____
5 – 3 = ____	4 – 0 = ____

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1st Grade Spring Guided Review

Readiness Standard 6 - K.OA.5b

Name_____ Date_____

Learning Target: I will subtract numbers within 5.

4 – 2 = ____	5 – 1 = ____
2 – 1 = ____	3 – 1 = ____
5 – 2 = ____	4 – 3 = ____
2 – 0 = ____	5 – 4 = ____
4 – 1 = ____	3 – 2 = ____
5 – 3 = ____	4 – 0 = ____

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Session 1: Self-Reflection

1st Grade - Readiness Standard 6 - K.OA.5b

Learning Target: I will subtract numbers within 5

Briefly discuss student responses:

- What did I remember today about subtracting numbers within 5?
- What did I learn today about subtracting numbers within 5?
- How confident do I feel about subtracting numbers within 5 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form A

1st Grade - Readiness Standard 6 - K.OA.5b

Name_____ Date_____

Learning Target: I will subtract numbers within 5.

Directions: When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

5 – 3 = ____	4 – 0 = ____
4 – 1 = ____	3 – 2 = ____
2 – 0 = ____	5 – 4 = ____
5 – 2 = ____	4 – 3 = ____
2 – 1 = ____	3 – 1 = ____
4 – 2 = ____	5 – 1 = ____

Number Correct = _____

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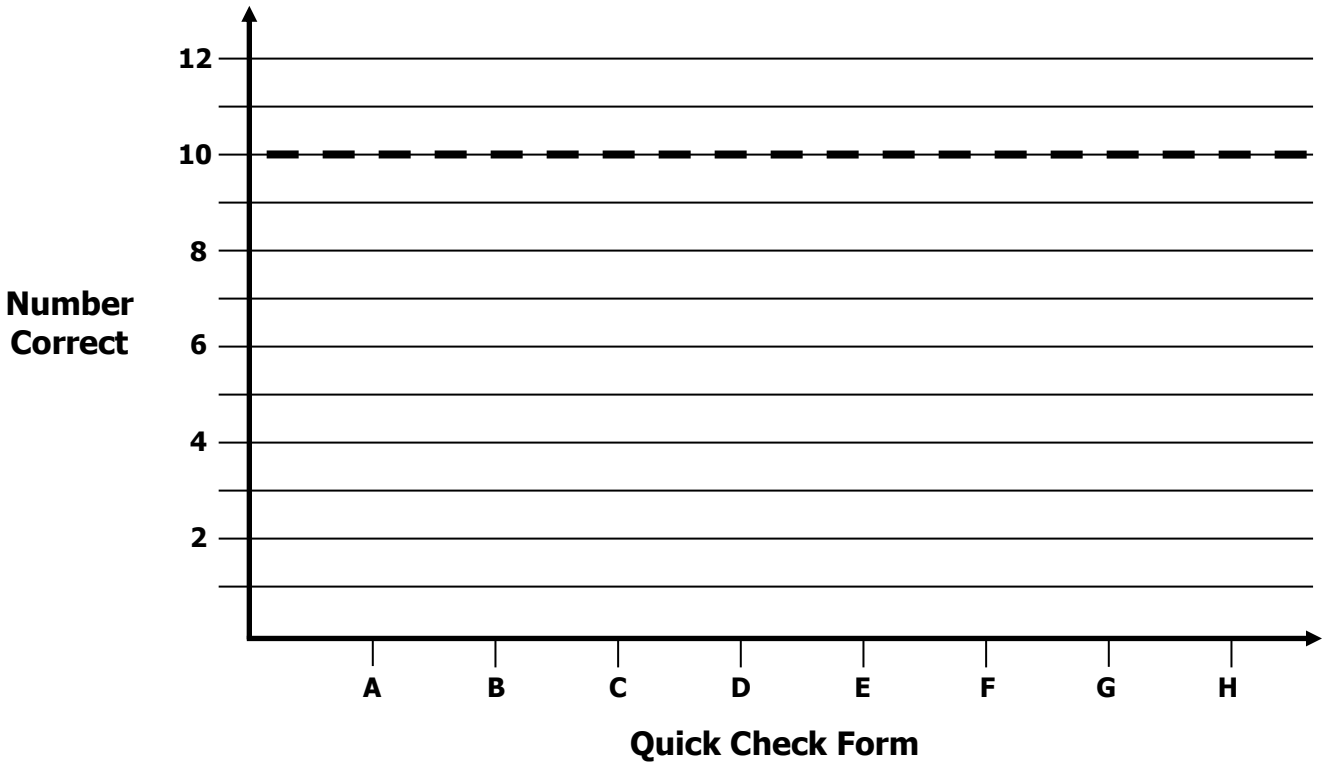
Growth Chart

1st Grade - Readiness Standard 6 - K.OA.5b

Name_____ Date_____

Learning Target: I will subtract numbers within 5.

Goal: 10 out of 12 correct



Intervention		Date	Score
Session 1:			
Session 2:			
Session 3:			
Session 4:			
Session 5:			
Session 6:			
Session 7:			
Session 8:			

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Planning Guide: Sessions 2 Through 8

1st Grade - Readiness Standard 6 - K.OA.5b

Learning Target: I will subtract numbers within 5 **Readiness** for subtracting numbers within 10

<table>
<tr><th colspan="3">Recommended Actions</th></tr>
<tr><td>Beginning
(5 min.)</td><td colspan="2">➢ Review the learning target with the whole group and ask each student to set a goal for today's learning</td></tr>
<tr><td>Middle
(15 min.)</td><td>Group 1: (Students who <u>did not</u> meet the learning goal on the previous Quick Check)

➢ Model solving a word problem – "I do"
➢ Guided Practice – "We do together/ You do together"

Sesson 2: Count-up to subtract using counters.
Sesson 3: Count-up to subtract using drawings.
Sesson 4: Count-up to subtract using equations.</td><td>Group 2: (Students who met the learning goal)

➢ Independent practice – "You do alone"

Activity 1: "Subtract Within 5 Match-ups"

(Additional activities may be located in current kindergarten classrooms)</td></tr>
<tr><td>End
(10 min.)</td><td colspan="2">➢ Bring the students back together.
➢ Ask students to reflect on their progress towards the learning target
o What did I learn today about counting?
o How confident do you feel about counting on my own? (Thumbs up, down, or sideways)
➢ Assess each student's progress using the next Quick Check form
➢ Guide students to self-correct their Quick Check
➢ Guide students to chart their progress in their Growth Chart
o If not using Delta Math lessons, record the activity in the table
➢ Collect each student's Quick Check and Growth Chart</td></tr>
<tr><td>After</td><td colspan="2">➢ Regroup students to differentiate the middle of sessions 3 through 8
o Promote students who met the learning goal to group 2
o Exit students who met the learning goal for a third time
➢ Problem solve with a team to plan additional support for students who did not exit</td></tr>
</table>

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Session 2: Modeling (I Do)

1st Grade - Readiness Standard 6 - K.OA.5b

Learning Target: I will subtract numbers within 5

Readiness for subtracting numbers within 10

5 apples were on the table. Johnny was hungry and ate 2 apples. How many apples are on the table now?

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Session 2: Modeling (I Do)

1st Grade - Readiness Standard 6 - K.OA.5b

Learning Target: I will subtract numbers within 5

Readiness for subtracting numbers within 10

5 apples were on the table. Johnny was hungry and ate 2 apples. How many apples are on the table now?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

This problem is about apples on a table.

Second, I need to determine what I need to find.

I need to find the number of apples on the table after Johnny ate some.

Third, I need to determine what I know.

I know that a total number of 5 apples were on the table before Johnny ate 2 of them.

Fourth, I need to figure out what I can try.

I am going to try to model the actions using counters.

I will place 5 counters on the 5-frame to represent the 5 apples on the table.

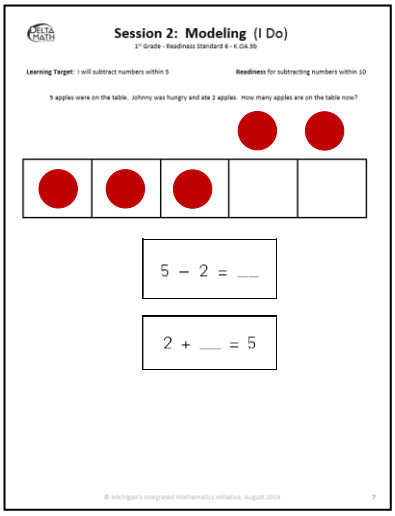
(Place 5 counter on the 5-frame counting mat.)

Next, I will take 2 counters off the 5-frame to represent the apples Johnny ate.

The 3 counters left on the 5-frame represent the apples remaining on the table.

I just showed that 5 minus 2 equals 3.

(Place the Subtract Within 5 number card and answer under the 5-frame.)



Last, I need to make sure that my answer makes sense.

I found there were 3 apples left on the table. It makes sense because I knew the total number of apples was 5 and Johnny ate 2, so I modeled the problem with counters to find the missing part.

I also know that the two parts added together must equal the total.

Can you see the addition problem, 2 plus 3 equals 5, on the 5-frame mat?

Anytime I need to subtract, I can think addition…2 plus what number equals 5? 3

(Place the "Think Add to Subtract" number card and answer under the 5-frame.)

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5-Frame Mat

1st Grade - Readiness Standard 6 - K.OA.5b

5-Frame Mat

1st Grade - Readiness Standard 6 - K.OA.5b

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Modeling & Guided Practice Cards

1st Grade - Readiness Standard 6 - K.OA.5b

Use for Modelling 5 – 2 = ____	Use for Problem 1 3 – 1 = ____
Use for Problem 2 4 – 2 = ____	Use for Problem 3 5 – 3 = ____
Use for Problem 4 3 – 2 = ____	Use for Problem 5 5 – 1 = ____
Use for Problem 6 3 – 2 = ____	Use for Problem 7 4 – 3 = ____
Use for Problem 8 5 – 4 = ____	Use for Problem 9 4 – 2 = ____
Use for Problem 10 5 – 2 = ____	

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Count up to Subtract Practice Cards

1st Grade - Readiness Standard 6 - K.OA.5b

2 + ____ = 5	1 + ____ = 3
2 + ____ = 4	3 + ____ = 5
2 + ____ = 3	1 + ____ = 5
2 + ____ = 3	3 + ____ = 4
4 + ____ = 5	2 + ____ = 4
2 + ____ = 5	

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Name _____ Date _____

Learning Target: I will subtract numbers within 5 1st Grade - Readiness Standard 6 - K.OA.5b

Session 2: Guided Practice (We Do)

Materials:

- 2-colored counters (5 per student)
- 5-frame mat (1 per student)

We Do Together: (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use counters on a 5-frame and a "Think Add to Subtract" equation to find or check your answer.

1. 3 – 1 = ____	**2.** 4 – 2 = ____
3. 5 – 3 = ____	**4.** 3 – 2 = ____

Name _____ Date _____

Learning Target: I will subtract numbers within 5 1st Grade - Readiness Standard 6 - K.OA.5b

Session 2: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to subtract numbers within 5.

5. $5 - 1 = ____$	**6.** $3 - 2 = ____$
7. $4 - 3 = ____$	**8.** $5 - 4 = ____$
9. $4 - 2 = ____$	**10.** $5 - 2 = ____$

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Session 2: Self-Reflection

1st Grade - Readiness Standard 6 - K.OA.5b

Learning Target: I will subtract numbers within 5

Briefly discuss student responses:

- What did I learn today about subtracting numbers within 5?

- How confident do I feel about subtracting numbers within 5 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form B

1st Grade - Readiness Standard 6 - K.OA.5b

Name_____ Date_____

Learning Target: I will subtract numbers within 5.

Directions: When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

5 – 2 = ____	4 – 3 = ____
2 – 0 = ____	5 – 4 = ____
4 – 1 = ____	3 – 2 = ____
5 – 3 = ____	4 – 0 = ____
4 – 2 = ____	5 – 1 = ____
2 – 1 = ____	3 – 1 = ____

Number Correct = _____

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Session 3: Modeling (I Do)

1st Grade - Readiness Standard 6 - K.OA.5b

Learning Target: I will subtract numbers within 5

Readiness for subtracting numbers within 10

5 bunnies were sitting in the grass. 3 bunnies hopped away. How many bunnies are on the grass now?

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Session 3: **Modeling** (I Do - Teacher Notes)

1st Grade - Readiness Standard 6 - K.OA.5b

Learning Target: I will subtract numbers within 5 **Readiness** for subtracting numbers within 10

5 bunnies were sitting in the grass. 3 bunnies hopped away. How many bunnies are on the grass now?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

This problem is about bunnies sitting in the grass.

Second, I need to determine what I need to find.

I need to find the number of bunnies in the grass now after some hopped away.

Third, I need to determine what I know.

I know that a total number of 5 bunnies were in the grass and 3 bunnies hopped away.

Fourth, I need to figure out what I can try.

This time, I am going to try to model the actions with a drawing.

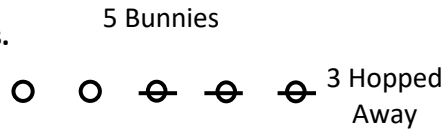
I will draw 5 circles to represent the total number of bunnies sitting in the grass.
(Draw and label 5 circles.)

Next, I will cross out 3 circles to represent the bunnies that hopped away.
(Draw "subtraction" lines through 3 circles and write the subtraction equation.)

There are 2 left, so 5 minus 3 equals 2.

(Write the answer to the subtraction equation.)

There are 2 bunnies on the grass now.



5 – 3 = 2

3 + 2 = 5

Last, I need to make sure that my answer makes sense.

I found there are now 2 bunnies on the grass. It makes sense because I knew there were 5 bunnies sitting on the grass and 3 hopped away, so I modeled the problem with a math drawing and crossed off the 3 bunnies that hopped away.

I also know that the two parts added together must equal the total.

Can you see the addition problem, 3 plus 2 equals 5, in the drawing?

Anytime I need to subtract, I can think addition…3 plus what number equals 5? 2

(Write the "Add to Subtract" equation.)

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Name _____ Date _____

Learning Target: I will subtract numbers within 5 1st Grade - Readiness Standard 6 - K.OA.5b

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use a math drawing and "Think Add to Subtract" equation to find or check your answer.

1. $3 - 1 = ____$	**2.** $4 - 2 = ____$
3. $5 - 3 = ____$	**4.** $3 - 2 = ____$

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Name _____ Date _____

Learning Target: I will subtract numbers within 5 1st Grade - Readiness Standard 6 - K.OA.5b

Session 3: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading and repeat the steps to subtract numbers within 5.

5. 5 – 3 = ____	**6.** 3 – 2 = ____
7. 4 – 3 = ____	**8.** 5 – 4 = ____
9. 4 – 2 = ____	**10.** 5 – 2 = ____

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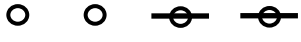
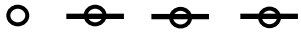
Name _____ Date _____

Learning Target: I will subtract numbers within 5 1st Grade - Readiness Standard 6 - K.OA.5b

Session 3: Guided Practice (We Do - Teacher Notes)

We Do Together: (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use a math drawing and "Think Add to Subtract" equation to find or check your answer.

1. 3 – 1 = ____ **1 + 2 = 3**	**2.** 4 – 2 = ____  **2 + 2 = 4**
3. 5 – 3 = ____ **3 + 2 = 5**	**4.** 3 – 2 = ____  **2 + 1 = 3**

Session 3: Self-Reflection

1st Grade - Readiness Standard 6 - K.OA.5b

Learning Target: I will add numbers to 5

Briefly discuss student responses:

- What did I learn today about subtracting numbers within 5?

- How confident do I feel about subtracting numbers within 5 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form C

1st Grade - Readiness Standard 6 - K.OA.5b

Name_____ Date_____

Learning Target: I will subtract numbers within 5.

Directions: When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

5 – 1 = ____	4 – 2 = ____
3 – 1 = ____	2 – 1 = ____
4 – 3 = ____	5 – 2 = ____
5 – 4 = ____	2 – 0 = ____
3 – 2 = ____	4 – 1 = ____
4 – 0 = ____	5 – 3 = ____

Number Correct = _____

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Session 4: Modeling (I Do)

1st Grade - Readiness Standard 6 - K.OA.5b

Learning Target: I will subtract numbers within 5

Readiness for subtracting numbers within 10

Jack's mom packed 5 crackers in his lunch for a snack. He ate 4 crackers during lunch and brought the rest home. How many crackers did he bring home from his lunch?

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Session 4: **Modeling** (I Do - Teacher Notes)

1st Grade - Readiness Standard 6 - K.OA.5b

Learning Target: I will subtract numbers within 5 **Readiness** for subtracting numbers within 10

Jack's mom packed 5 crackers in his lunch for a snack. He ate 4 crackers during lunch and brought the rest home. How many crackers did he bring home from his lunch?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

This problem is about Jack's crackers.

Second, I need to determine what I need to find.

I need to find the number of crackers that Jack brought home after he ate some.

Third, I need to determine what I know.

I know that there Jack's mom packed 5 crackers and Jack ate 4 of them during lunch.

Fourth, I need to figure out what I can try.

This time, I am going to try to model the actions with an equation.

Since I know Jack had a total of 5 crackers in his lunch… (Write and label the total.)

And, I know he ate 4 crackers… (Write and label the 4.)

I need to take 4 away from 5. (Write the – and = signs.)

I also know that I can think add to subtract.

So I will think, 4 plus what number equals 5? 1

(Write the answer.)

Jack brought home 1 cracker.

Total Crackers Jack Ate Brought Home

5 – 4 = 1

4 1

Last, I need to make sure that my answer makes sense.

I found that Jack returned home with 1 cookie. It makes sense because I knew Jack's mom packed a total of 5 crackers and he ate 4 of them, so I modeled the problem with a subtraction equation to find the answer.

In a subtraction problem, I also can use lines under the total value, called number bonds, to show my thinking. (Draw the two lines under the 5)

Since I thought, 4 plus what number equals 5, I can start by writing the part I know, 4, to help me find the unknown part…4 plus what equals 5…1.

Can you see the addition and subtraction problems in the number bond? 4 plus 1 equals 5 and 5 minus 4 equals 1.

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Name _____ Date _____

Learning Target: I will subtract numbers within 5 1st Grade - Readiness Standard 6 - K.OA.5b

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use number bonds to find or check your answer.

1. 4 – 3 = ____	**2.** 5 – 3 = ____
3. 5 – 2 = ____	**4.** 5 – 4 = ____
5. 4 – 2 = ____	**6.** 3 – 1 = ____

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Name _____ Date _____

Learning Target: I will subtract numbers within 5 1st Grade - Readiness Standard 6 - K.OA.5b

Session 4: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns being the teacher and repeat the steps to subtract numbers within 5.

5. 5 – 3 = ____	**6.** 4 – 2 = ____
7. 5 – 4 = ____	**8.** 2 – 1 = ____
9. 3 – 2 = ____	**10.** 4 – 3 = ____

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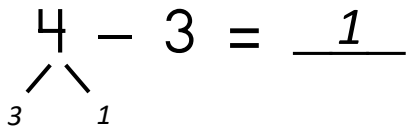
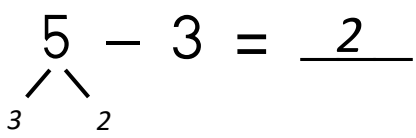
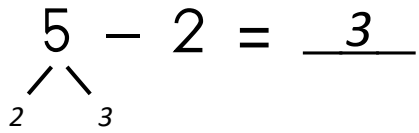
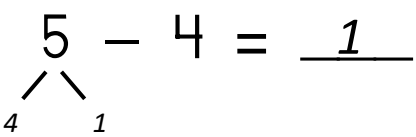
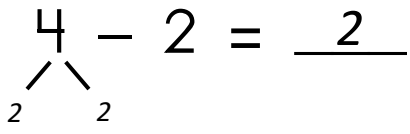
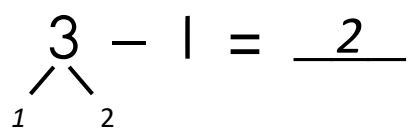
Name _____ Date _____

Learning Target: I will subtract numbers within 5 1st Grade - Readiness Standard 6 - K.OA.5b

Session 4: Guided Practice (We Do - Teacher Notes)

We Do Together: (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use the "Think Add to Subtract" strategy to find or check your answer.

1. 	**2.** 
3. 	**4.** 
5. 	**6.** 

Math Talk #1: *"Since 3 plus _1_ equals 4, then 4 minus 3 equals _1_"*

Math Talk #2: *"Since 3 plus _2_ equals 5, then 5 minus 3 equals _2_"*

Math Talk #3: *"Since 2 plus _3_ equals 5, then 5 minus 2 equals _3_"*

Math Talk #4: *"Since 4 plus _1_ equals 5, then 5 minus 4 equals _1_"*

Math Talk #5: *"Since 2 plus _2_ equals 4, then 4 minus 2 equals _2_"*

Math Talk #6: *"Since 1 plus _2_ equals 3, then 3 minus 1 equals _2_"*

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Session 4: Self-Reflection

1st Grade - Readiness Standard 6 - K.OA.5b

Learning Target: I will add numbers to 5.

Briefly discuss student responses:

- What did I learn today about subtracting numbers within 5?

- How confident do I feel about subtracting numbers within 5 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form D

1st Grade - Readiness Standard 6 - K.OA.5b

Name_____ Date_____

Learning Target: I will subtract numbers within 5.

Directions: When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

3 – 2 = ____	4 – 1 = ____
4 – 0 = ____	5 – 3 = ____
5 – 1 = ____	4 – 2 = ____
3 – 1 = ____	2 – 1 = ____
4 – 3 = ____	5 – 2 = ____
5 – 4 = ____	2 – 0 = ____

Number Correct = _____

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Name _____ Date _____

Learning Target: I will subtract numbers within 5 1st Grade - Readiness Standard 6 - K.OA.5b

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use a math drawing and "Think Add to Subtract" equation to find or check your answer.

1. $4 - 1 = ____$	**2.** $3 - 2 = ____$
3. $5 - 2 = ____$	**4.** $4 - 3 = ____$

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Name _____ Date _____

Learning Target: I will subtract numbers within 5 1st Grade - Readiness Standard 6 - K.OA.5b

Session 5: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading and repeat the steps to subtract numbers within 5.

5. $5 - 1 = ____$	**6.** $4 - 2 = ____$
7. $5 - 3 = ____$	**8.** $3 - 1 = ____$
9. $4 - 3 = ____$	**10.** $5 - 4 = ____$

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Session 5: Self-Reflection

1st Grade - Readiness Standard 6 - K.OA.5b

Learning Target: I will add numbers to 5

Briefly discuss student responses:

- What did I learn today about subtracting numbers within 5?

- How confident do I feel about subtracting numbers within 5 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form E

1st Grade - Readiness Standard 6 - K.OA.5b

Name_____ Date_____

Learning Target: I will subtract numbers within 5.

Directions: When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

5 – 3 = ____	4 – 0 = ____
4 – 1 = ____	3 – 2 = ____
2 – 0 = ____	5 – 4 = ____
5 – 2 = ____	4 – 3 = ____
2 – 1 = ____	3 – 1 = ____
4 – 2 = ____	5 – 1 = ____

Number Correct = _____

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Name _____ Date _____

Learning Target: I will subtract numbers within 5 1st Grade - Readiness Standard 6 - K.OA.5b

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use a math drawing and "Think Add to Subtract" equation to find or check your answer.

1. $3 - 1 = ____$	**2.** $4 - 2 = ____$
3. $5 - 3 = ____$	**4.** $3 - 2 = ____$

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Name _____ Date _____

Learning Target: I will subtract numbers within 5 1st Grade - Readiness Standard 6 - K.OA.5b

Session 6: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading and repeat the steps to subtract numbers within 5.

5. 5 – 3 = ____	**6.** 3 – 2 = ____
7. 4 – 3 = ____	**8.** 5 – 4 = ____
9. 4 – 2 = ____	**10.** 5 – 2 = ____

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Session 6: Self-Reflection

1st Grade - Readiness Standard 6 - K.OA.5b

Learning Target: I will add numbers to 5

Briefly discuss student responses:

- What did I learn today about subtracting numbers within 5?

- How confident do I feel about subtracting numbers within 5 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form F

1st Grade - Readiness Standard 6 - K.OA.5b

Name_____ Date_____

Learning Target: I will subtract numbers within 5.

Directions: When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

5 – 2 = ____	4 – 3 = ____
2 – 0 = ____	5 – 4 = ____
4 – 1 = ____	3 – 2 = ____
5 – 3 = ____	4 – 0 = ____
4 – 2 = ____	5 – 1 = ____
2 – 1 = ____	3 – 1 = ____

Number Correct = _____

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Name _____ Date _____

Learning Target: I will subtract numbers within 5 1st Grade - Readiness Standard 6 - K.OA.5b

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use number bonds to find or check your answer.

1. $4 - 2 = ____$	**2.** $5 - 4 = ____$
3. $5 - 1 = ____$	**4.** $4 - 1 = ____$
5. $3 - 2 = ____$	**6.** $4 - 3 = ____$

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Name _____ Date _____

Learning Target: I will subtract numbers within 5 1st Grade - Readiness Standard 6 - K.OA.5b

Session 7: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns being the teacher and repeat the steps to subtract numbers within 5.

5. $5 - 2 = ____$	**6.** $3 - 1 = ____$
7. $5 - 3 = ____$	**8.** $4 - 1 = ____$
9. $4 - 2 = ____$	**10.** $5 - 4 = ____$

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Session 7: Self-Reflection

1st Grade - Readiness Standard 6 - K.OA.5b

Learning Target: I will add numbers to 5.

Briefly discuss student responses:

- What did I learn today about subtracting numbers within 5?

- How confident do I feel about subtracting numbers within 5 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form G

1st Grade - Readiness Standard 6 - K.OA.5b

Name_____ Date_____

Learning Target: I will subtract numbers within 5.

Directions: When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

5 – 1 = ____	4 – 2 = ____
3 – 1 = ____	2 – 1 = ____
4 – 3 = ____	5 – 2 = ____
5 – 4 = ____	2 – 0 = ____
3 – 2 = ____	4 – 1 = ____
4 – 0 = ____	5 – 3 = ____

Number Correct = _____

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Name _____ Date _____

Learning Target: I will subtract numbers within 5 1st Grade - Readiness Standard 6 - K.OA.5b

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use number bonds to find or check your answer.

1. 4 – 3 = ____	**2.** 5 – 3 = ____
3. 5 – 2 = ____	**4.** 5 – 4 = ____
5. 4 – 2 = ____	**6.** 3 – 1 = ____

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Name _____ Date _____

Learning Target: I will subtract numbers within 5 1st Grade - Readiness Standard 6 - K.OA.5b

Session 8: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns being the teacher and repeat the steps to subtract numbers within 5.

5. 5 – 3 = ____	**6.** 4 – 2 = ____
7. 5 – 4 = ____	**8.** 2 – 1 = ____
9. 3 – 2 = ____	**10.** 4 – 3 = ____

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Session 8: Self-Reflection

1st Grade - Readiness Standard 6 - K.OA.5b

Learning Target: I will add numbers to 5.

Briefly discuss student responses:

- What did I learn today about subtracting numbers within 5?

- How confident do I feel about subtracting numbers within 5 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form H

1st Grade - Readiness Standard 6 - K.OA.5b

Name_____ Date_____

Learning Target: I will subtract numbers within 5.

Directions: When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

3 – 2 = ____	4 – 1 = ____
4 – 0 = ____	5 – 3 = ____
5 – 1 = ____	4 – 2 = ____
3 – 1 = ____	2 – 1 = ____
4 – 3 = ____	5 – 2 = ____
5 – 4 = ____	2 – 0 = ____

Number Correct = _____

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Independent Practice Activity (You Do)

1st Grade - Readiness Standard 6 - K.OA.5b

Learning Target: I will subtract numbers within 5.

Title of Game: "Subtract Within 5: Match-ups"

Number of Players: 2

Objective: To be the player with the most cards at the end of the game.

Materials:

- Subtraction Problem Cards (1 set)
- Count-up to Subtract Cards (1 set)
- Subtract Within 5 Match-ups: Recording sheet (1 per student - Optional)

Directions:

- Place a set of **Count-up Cards** face down in a row.
- Place a set of **Problem Cards** underneath the row, 5 for you and 5 for the class.
- Player 1 turns over a **Count-up** Card to see if it matches one of their **Problem** cards.
    - If there is a partner match, say the equation, pick up the card and place it below your card.
    - If there is not a match, then say "No Matches" and turn the card back over.
- Player 2 turns over a **Count-up** Card to see if it matches one of their **Problem** cards.
    - If there is a partner match, say the equation, pick up the card and place it below your card.
    - If there is not a match, then say "No Matches" and turn the card back over.
- Repeat
- The winner is the first player to match all 5 cards.

Math Talk:

"I have a match…4 take-away 1 leaves 3…and…1 plus 3 equals 4"

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Subtraction Problem Cards

1st Grade - Readiness Standard 6 - K.OA.5b

2 – 1 = ____	3 – 2 = ____
3 – 1 = ____	4 – 2 = ____
4 – 1 = ____	5 – 2 = ____
5 – 1 = ____	4 – 3 = ____
5 – 3 = ____	5 – 4 = ____

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Count-up To Subtract Cards

1st Grade - Readiness Standard 6 - K.OA.5b

1 + ____ = 2	2 + ____ = 3
1 + ____ = 3	2 + ____ = 4
1 + ____ = 4	2 + ____ = 5
1 + ____ = 5	3 + ____ = 4
3 + ____ = 5	4 + ____ = 5

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Independent Practice Activity

1st Grade - Readiness Standard 6 - K.OA.5b

(Recording Sheet)

Recording Directions:

- Record the equation cards for each player
- As each match is found, draw the **Count-up** card below its match.

Math Talk:

"I have a match…4 take-away 1 leaves 3…4 minus 1 equals 3"

Player 1

____ – ____ = ____	____ – ____ = ____	____ – ____ = ____	____ – ____ = ____	____ – ____ = ____
____ + ____ = ____	____ + ____ = ____	____ + ____ = ____	____ + ____ = ____	____ + ____ = ____

Player 1

____ – ____ = ____	____ – ____ = ____	____ – ____ = ____	____ – ____ = ____	____ – ____ = ____
____ + ____ = ____	____ + ____ = ____	____ + ____ = ____	____ + ____ = ____	____ + ____ = ____

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Questions for Solving Word Problems

Q_1 ***What is the problem about?***
Q_2 ***What do I need to find?***
Q_3 ***What do I know?***
Q_4 ***What can I try?***
Q_5 ***Does my answer make sense?***

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Steps for Solving Word Problems

Q_1. *What is the problem about?*
Q_2. *What do I need to find?*
Q_3. *What do I know?*
Q_4. *What can I try?*
Q_5. *Does my answer make sense?*

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