Grade Level	1st Grade	Content Area	Math
Course Title (grades 9-12 Only)			
Length of Unit	**3 lessons in 4 days**	**Time of Year**	**4th Quarter**
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Prior to this lesson, students have mastered the knowledge/skills described in the following Grade 1 standards: 1.OA 4 Understand subtraction as an unknown addend problem. 1.OA 5 Relate counting to addition and subtraction. 1.NBT 2 Understand that the two digits of a two-digit number represent amounts of tens and ones. 1. NBT 5 Given a two digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	The following methods of instruction are aligned to the Program of Instruction: (1) Common Core State Standard: instruction aligned to K.NBT.1. (2) Direct Instruction: teacher-led and driven instruction. (3) Instruction in Small Class Size: 30-2 student-teacher ratio. (4) Understanding by Design (UbD): UbD lesson plan template used; title/objective identified for every lesson. (5) RTI & Differentiated Instruction: RTI tier-2 and 3 students identified with DOMA screenings and/or formative assessments. Tier-2 and 3 students provided with differentiated instruction respectively in small group or one-on-one using the intrinsic RTI remedial properties of Singapore Math; that is: (a) Scaffolding: concrete-to-pictorial-to-abstract approach, math problems go from 1 step to 2 steps to multistep; (b) Visual representation: use of the bar modeling method; (c) Differentiation resources: modeling of proficient problem solving, reteaching opportunities, extra-practice, tips for helping struggling students, modeling with thinkalouds, corrective feedback and frequent cumulative review.		
Standard Number and Description *List the Number* and full description for the required Standard.*	**1.NBT 6** - Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	The students will demonstrate subtraction of multiples of 10 in the range of 10 -90 from multiples of 10 in the range of 10-90 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, relate the strategy to a written method and explain the reasoning used.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever*	Each problem on the assessment is worth 1 point. 9 problems are marked as correct or incorrect based on the answer key. The reasoning portion of the assessment is worth 1 point. If reasoning is represented, with pictures or words, and is tied to the answer given then the answer key one point will be awarded. Students must receive 8 out of 10 points to be considered as mastering this standard. Mastery= 80% on the Assessment.		

applicable) must be attached to the curriculum sample.	
Materials/Resources Needed	Magnetic picture cards, Magnetic base ten blocks, individual sets of base ten blocks, teacher white board, student white boards, math journals, practice worksheet, assessment. Singapore Math instructional materials.

Lesson (add as needed)	**Instruction**	**Student Activities**
1	**Day 1: Objective – Subtract one ten from a number in the range of 10 - 90 using base ten blocks** • Ask the students to count backwards by tens. Call on a student to explain what happens when you count backwards and relate this to previous lesson on subtraction. Explain to the students that they will be writing and solving subtraction sentences in multiples of 10 for numbers to 90. • Display eight picture cards. Write the subtraction sentence 4 – 1 = on the white board. Demonstrate the subtraction sentence by moving one of the picture cards away. Under the picture cards write 4 cards – 1 card = 3 cards. • Leave the picture cards on the board and add 6 rows of magnetic base ten blocks. Ask the students how much each row represents. Instruct the students to count by tens as you point to each row of blocks. Demonstrate subtraction by moving one of the rows away. Instruct the students count the remaining rows as you point. Write 4 tens – 1 ten = 3 tens. Call on students to explain what the changed between the first subtraction sentence and the second. Guide them to say in the first sentence ones were subtracted in the second sentence tens were subtracted. Ask students of there is another way to write 4 tens – 1 ten = 3 tens. Guide students to answer 40 – 10 = 30. • Repeat this process using 60 – 10 and 80– 10. Ask students to indicate with a thumbs up or thumbs down if the number sentence matches the base ten blocks • Introduce a set of base ten bocks to the students (nine rows of tens). Instruct to count as you hold up each of the rows of blocks. Explain to the students that they will be working with a partner to subtract one 10 from a number to 90. One student will subtract using the base ten	Students will count backwards by ten. Students will relate decreasing numbers to a previous lesson on subtraction. Students will participate in subtracting numbers within 10 using picture cards. With support, the students will relate subtracting ones to subtracting 10's. The students will subtract 10 from a number in the range of 10 – 90 using base ten blocks. The students will write a subtraction sentences.

	blocks, the other student will write the number sentence on their white board. • Use the DOMA curriculum-based platform and/or formative assessments to identify at-risk students and pool them in RTI tier-2 and 3 groups. The teacher and the teacher aide will provide tier-2 and 3 students respectively with small group and one-on-one differentiated instruction with concrete-to-pictorial-to-abstract approach, bar modeling, modeling with thinkalouds, reteaching opportunities, extra-practice, tips for helping struggling students, corrective feedback and frequent cumulative review. • Inform students that tomorrow they will be taking more than one 10 away from a number within 90.	
2	**Day 2: Objective – Subtract numbers in the range of 10 - 90 from a number in the range of 10 - 90 using base ten blocks** • Ask the students to count backwards by tens. Review when they are counting backwards by tens they are subtracting one 10. Call on a student to review how many tens were subtracted from a number within 90 during yesterday's lesson. Tell the students that today they will be taking more than one ten away from a number within 90. • Distribute white boards and markers to the students. Display 8 rows of magnetic base 10 blocks. Instruct the students to count by tens as you point to each row of blocks. Demonstrate subtraction by moving one of the rows away. Instruct the students count the remaining rows as you point. Instruct the students to write the number sentence on their white board and hold it up. • Replace the row that was taken away. Demonstrate subtraction by taking two rows of base ten blocks away. Instruct the students to count by tens as you point to each row of blocks that is left. • Write 80 – 20 = 60. Call on students to explain what the changed between the first subtraction sentence and the second. Guide them to say in the first sentence one ten was subtracted in the second sentence two tens were subtracted. Review the 20 is another way to write 2 tens. • Repeat this process several times taking a variety of numbers in the range of 10 -90 away from numbers in the range of 10 -90. As you demonstrate the subtraction with the base ten blocks, instruct students	Students will count backwards by ten. Students will relate decreasing numbers to a previous lesson on subtraction. With support the students will relate subtracting one 10 to subtracting more than one 10 from a number within 90. The students will subtract a number in the range of 10- 90 from a number in the range of 10 – 90 using base ten blocks. The students will write a subtract sentences for a number in the range of 10-90 from a number in the range of 10 – 90. During a class discussion, the students will explain their reasoning for subtracting numbers within 90. The students will create a representation of their learning with words or pictures.

	to write the subtraction sentence on their white boards and hold them up. • Distribute the sets of base ten blocks to each student. Explain to the students that you will give them a number between 10 and 90. You want them to show you that number using the blocks. You will give them another number between 10 and 90. They are to take that number away from their blocks. They will then write the subtraction sentence on their white board. As each problem is completed call on a student to explain the reasoning they used. The teacher aide will work with students needing extra time or assistance, one-on-one or in small groups during this activity. • The teacher and teacher aide provide at-risk students (RTI tier-2 and 3) with small group or one-on-one differentiated instruction with concrete-to-pictorial-to-abstract examples, bar modeling, modeling with thinkalouds, reteaching opportunities, extra-practice, tips for helping struggling students, corrective feedback and frequent cumulative review. • Review the day's objective. Instruct students to take out their math journals and draw a picture and/or write about what they learned in math today.	
3	**Day 3: Objective – Subtract numbers in the range of 10 - 90 from a number in the range of 10 - 90 and explain their reasoning** Call on a student to review what was learned in math yesterday. Explain to the students that today they will be subtracting numbers within 90 again but this time they will have the opportunity to show what "their brain is thinking" while they are subtracting with words or pictures. Distribute white boards and markers to the students. Display 7 rows of magnetic base 10 blocks. Instruct the students to count by tens as you point to each row of blocks. Demonstrate subtraction by moving three of the rows away. Instruct the students to count the remaining rows as you point. Write 70 – 30 = 40. Call on a student to explain what you did. Tell the students using the blocks is one way to "show what their brain is doing". Another way is to draw a picture or use words. Write 70 – 30 on the board. Draw a picture of seven groups of ten. Cross out three groups of ten. As you "thinkaloud" write, "When I	The students will subtract a number in the range of 10- 90 from a number in the range of 10 – 90 using base ten blocks. The students will subtract a number in the range of 10- 90 from a number in the range of 10 – 90. The students will explain their reasoning using words or pictures.

	subtract 70 from 30 I am taking 7 tens away from 3 tens." Repeat this process several times taking a variety of numbers in the range of 10 -90 away from numbers in the range of 10 -90. Instruct students to write and complete the problems with you their white boards. Call on students to explain, "what their brain was doing" as they solved the problem and write their explanation on the board. Distribute a practice sheet and a set of base ten blocks to each student. Instruct the students to solve the subtraction problems and use the boxes to explain their reasoning. They can use pictures or words. • The teacher and teacher aide provide at-risk students (RTI tier-2 and 3) with small group or one-on-one differentiated instruction with concrete-to-pictorial-to-abstract examples, bar modeling, modeling with thinkalouds, reteaching opportunities, extra-practice, tips for helping struggling students, corrective feedback and frequent cumulative review. • Circulate as students are completing the practice sheet and assist as needed/reinstruct as needed. When the students have completed the practice sheet, go over the answers as a class. Instruct students to get out their math journals and explain how to subtract a number within 90 from a number within 90. Call on students to share their responses.	
4	**Day 4: Objective – Assessment** Student will subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Mastery= 80% on the Assessment	**Summative Assessment** Students will take the summative assessment on Day 4.

Summative Assessment

Name: _____

Subtraction Practice Sheet

Directions for students: Find the answer to each of the subtraction problems. Use the base ten blocks or the boxes to draw pictures if you need to.

1. 90 – 10 =

2. 60 – 40 =

3. 80 – 30 =

Subtraction Summative

1.NBT 6 - Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Directions for students: Find the answer to each of the subtraction problems. You can use base ten blocks or the box below each problem if you need to. Explain your thinking by responding to the prompt using words and/or pictures at the end of the assessment.

1. 70 – 20 =

2. 40 – 30 =

3. 60 – 20 =

4. 60 – 40 =

5. 90 – 60 =

6. 50 – 50 =

7. 30 – 20 =

8. 80 – 20 =

9. 20 – 10 =

10. **This is how I subtract a number between 10 and 90 from a number between 10 and 90.**

Subtraction Answer Key

1. 70 – 20 = 50
2. 40 – 30 = 10
3. 60 – 20 = 40
4. 60 – 40 = 20
5. 90 – 60 = 30
6. 50 – 50 = 0
7. 30 – 20 = 10
8. 80 – 20 = 60
9. 20 – 10 = 10

10. This is how I subtraction a number between 10 and 90 from a number between 10 and 90.

The students' responses should include words and/or pictures that explain close to the following.
I am taking away tens from tens. They can use a separate sheet of paper if they need more space.

Scoring: Each problem on the assessment is worth 1 point. 9 problems are marked as correct or incorrect based on the answer key. The reasoning portion of the assessment is worth 1 point. If reasoning is represented, with pictures or words, and is tied to the answer given then the answer key one point will be awarded. Students must receive 8 out of 10 points to be considered as mastering this standard.

Mastery is a score of 80% (8 out of 10 correct responses).
10=100%
9=90%
8=80%
7=70%