Lesson 13.1

Objectives	California Standards
Find the total in a set given the size of the sub-sets.	**AF 1.1** Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group.
Materials	**Vocabulary/Phrases**
TRP 13.1a-13.1f	
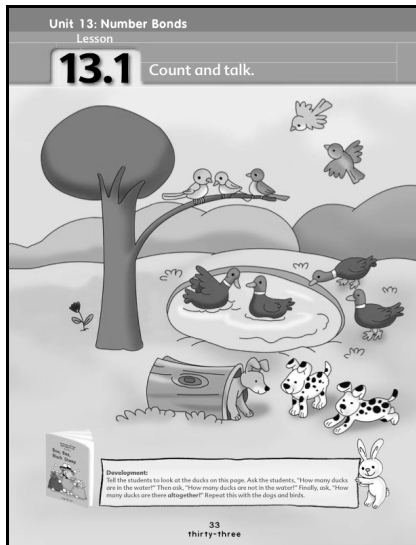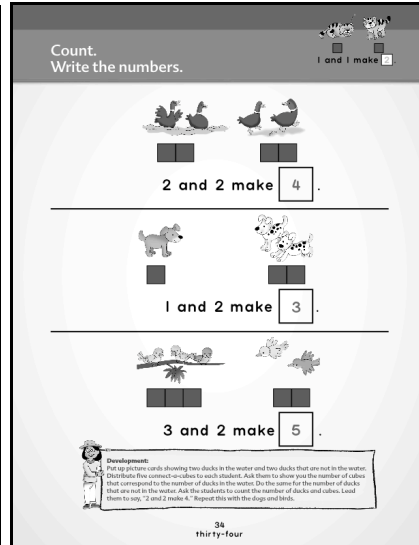
Textbook p. 33   **Textbook p. 34**

Introduction

Using the Textbook
1. Ask the students to look at the picture of animals in the park on **Textbook p. 33**.
2. Ask the students to talk about the animals and what they are doing.

Development

Using the Textbook
1. Tell the students to look at the ducks on **Textbook p. 33**.
2. Ask the students, "How many ducks are in the water?" Then ask, "How many ducks are not in the water?"
3. Finally, ask, "How many ducks are there altogether?"
4. Repeat this with the dogs. Ask, "How many dogs have spots? How many do not have spots?"
5. Repeat this with the birds. Ask, "How many birds are on the branch? How many are flying?"

Consolidation

Let's Do It!
1. Put up picture cards TRP 13.1a and b showing two ducks in the water and two ducks that are not in the water.
2. Distribute five connect-a-cubes to each student.
3. Ask them to show you the number of cubes that correspond to the number of ducks in the water. Do the same for the number of ducks that are not in the water.
4. Ask the students to count the number of ducks and cubes.
5. Lead them to say, "2 and 2 make 4."

Unit 15 – Subtraction

| TB: Textbook	AB: Activity Book	BLM: Blackline Master	TRP: Teacher's Resource Pack

Lesson Objectives	Materials	Resources	Standards
Lesson 15.1			
Use situations that involve a change to model subtraction.	Five balloons	TB: pp. 65–67￼AB: pp. 54-55￼Big Book: *Jack and Jill*	N.S 2.1
Lesson 15.2			
Use situations that involve a change to model subtraction.	A few different food items	TB: pp. 68–70	N.S 2.1
Lesson 15.3			
Use a part-whole situation to model subtraction.		TB: pp. 71–72	N.S 2.1
Lesson 15.4			
Use a part-whole situation to model subtraction.	Pictures of different animals	TB: pp. 73–74￼AB: pp. 56-57	N.S 2.1
Lesson 15.5			
Write subtraction sentence.	• Three balloons￼• Four toy vehicles	TB: pp. 75–76￼AB: pp. 58-59	N.S 2.1
Lesson 15.6			
Subtract using change situation.		TB: pp. 77–78￼AB: p. 60	N.S 2.1
Lesson 15.7			
Subtract using part-whole situation.	• TRP 15.7￼• A small number of red and green beans	TB: pp. 79-80	N.S 2.1
Lesson 15.8			
Subtract using pictures.	Different colors of connect-a-cubes	TB: pp. 81-82￼AB: pp. 61	N.S 2.1
Review/Assess			
Subtracting using pictures.		TB: p. 83-84￼Big Book: *Jack and Jill*￼Poster: *Subtraction*	N.S 2.1

Lesson 16.4

Objectives	California Standards
Solve and pose story problems that involve addition or subtraction.	• **NS 2.1** Use concrete objects to determine the answers to addition and subtraction problems for two numbers that are each less than 10. • **MR 1.2** Use tools and strategies, such as manipulatives or sketches, to model problems • **MR 2.1** Explain the reasoning used with concrete objects and/or pictorial representations.
Materials	**Vocabulary/Phrases**
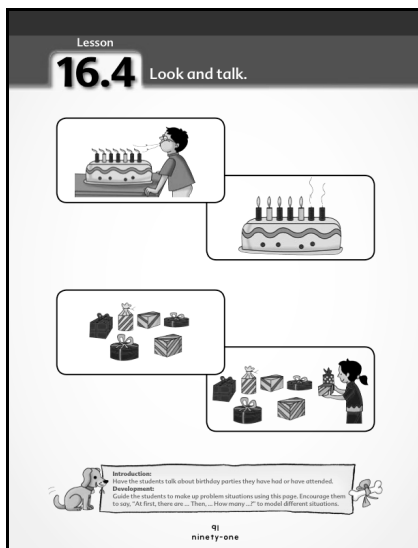
Textbook p. 91
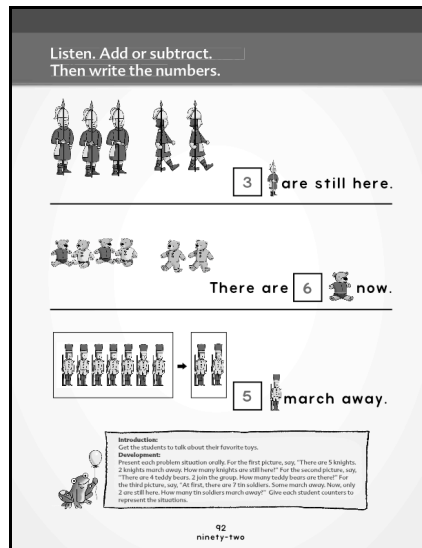
Textbook p. 92

Introduction
Have the students talk about the birthday parties they had or have attended.

Development
Using the Textbook
1. Tell the students to look at **Textbook p. 91.**
2. Guide the students to make up story problems using the situations given on this page.
3. Encourage them to say, "At first, there are ... Then, ... How many ...?" to model the situations.
4. Let the students solve the problems with the help of counters.

Further Development
Using the Textbook
1. Tell the students to look at **Textbook p. 40.**
2. For the first picture, say, "There are 5 knights. 2 knights march away. How many knights are still here?" Give the students counters to solve the problem.
3. Then encourage them to pose another story problem about the knights.