

Lesson Title:	Subtraction with Regrouping	Subject:	Math
Unit Title:	Addition and Subtraction to 50	Time:	40 minutes- 2 days
Teacher:	Miss. Victoria Molella	Grade:	1

Curriculum Expectations (Overall and Specific)

Math Overall Expectations

B2. Operations: use knowledge of numbers and operations to solve mathematical problems encountered in everyday life

Math Specific Expectations

B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 50

Learning Goals (What do you want the students to know or be able to do at the end of the lesson?)	Success Criteria (What will you observe that tells you that students are successful?)
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I am learning to use what I know about numbers and operations to solve math problems in my everyday life.	I am successful when I can use objects, diagrams, and equations to represent, describe and solve situations involving adding and subtracting up to 50.
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Background Knowledge Required (What prior knowledge and or experiences need to be in place?)	Accommodations (How will you meet the needs of your students? What management strategies will you use?)
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<ul style="list-style-type: none"> ● Students will need to know how to subtract numbers from 10 and 20. ● Students will recall addition and related subtraction facts up to 10 and 20. ● Students will need to know how to regroup. 	<ul style="list-style-type: none"> ● Provide one-to-one or small-group support for students who need it. ● Provide extra time if needed. ● Provide hands-on materials for students to use.
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Key Questions to Ask/ Provocations to Provide	Materials Required
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<ul style="list-style-type: none"> ● What tools or strategies can we use to subtract numbers? ● How can we use mental math strategies and estimation to add and subtract whole numbers? ● What does it mean to regroup? 	<ul style="list-style-type: none"> ● Math booklet ● Teaching Slides ● 2 different coloured counters ● 1 dice ● 1 place value chart ● Base ten blocks
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Instructional Time

Minds On

- 1. Ask/say:** Today we are going to be learning how to subtract with 1- and 2-digit numbers with regrouping. What does it mean to regroup? What strategies can we use to help us subtract?
- 2. Ask/say:** We are going to play a game called Race to 0. The red counters are tens and the yellow counters are ones. Each player has to start with 5 red counters on the place value chart. How much does this mean we have? (answer is 50 because each counter represents one ten).
- 3. Ask/say:** You will exchange one red counter for 10 yellow counters. Then, roll the dice. Whatever number you roll, you will take away that number of yellow counters from your chart. The other players will then take their turn. The first player to take away all the counters from the chart, or gets to zero, wins.
- 4. Ask/say:** When you change 1 ten for 10 ones, this means you are regrouping.

Action

- 5. Ask/say:** I am going to hand out base ten blocks to everyone. We are going to choose a number together from 10 to 50. Now, let's pick a one-digit number. How can we use base-ten blocks to subtract and regroup this to find the answer?
- 6. Do:** Do that on the white board with students and explain the solution and process out loud. Then, write the equation out on the board and have students help you solve it using regrouping.
- 7. Ask/say:** What did we do with our base ten blocks to regroup? How can we show that in our equation here? How do we show that we are regrouping the tens and ones?
- 8. Do:** Do a few more practice questions with students. Have them use the manipulatives, place value charts, or counters to process the concept themselves. Then, have them share with the class. Once students get a grasp of it, work through **p. 110 and 112** guided learning with students.

Centre Set Up:

- Set up hula hoops around the room
- Include dice, number manipulatives (magnet numbers) and counters/ base ten blocks
- Students will roll dice, come up with an equation, and use counters or base ten blocks to help them subtract

Consolidation

- 9.** Do you have any questions? What did we learn today?
- 10. Ask/say:** Complete the Let's Practice Booklet page on **p. 113**.
- 11. Ask/say:** Move to a center to practice subtraction with regrouping when your work is complete.

Assessment (How will you know that the students have achieved the learning expectation? What assessment tool will you use?)

As, Of or For? Product, Conversation, or Observation?

Assessment for Learning

Observations: Listen to students as they work. Note down any misconceptions during conversations.

Next Steps (Homework? Follow-up lesson?)

1. Address any questions and/or misconceptions that came up in today's lesson.
2. Prior to next lesson, take up the answers from student work to check for understanding.

