



Topic G

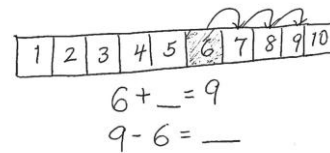
Subtraction as an Unknown Addend Problem

1.OA.1, 1.OA.4, 1.OA.5

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|---------------------|--------------|---|
| Focus Standard: | 1.OA.1 | Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem. |
| | 1.OA.4 | Understand subtraction as an unknown-addend problem. <i>For example subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i> |
| | 1.OA.5 | Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). |
| Instructional Days: | 3 | |
| Coherence | -Links from: | GK–M4 Number Pairs, Addition and Subtraction to 10 |
| | -Links to: | G2–M4 Addition and Subtraction Within 200 with Word Problems to 100 |

Following the Mid-Module Assessment, Topic G focuses on students understanding the meaning of subtraction as it relates to addition. In Lesson 25, students solve *add to with change unknown* problems as they did in Topic C using addition, but now relate that work directly to the act of taking away (**1.OA.4**). The work of this lesson starts with students calling upon their knowledge from previous *add to with change unknown* problems, and then applying it in the context of subtraction, using the addend to subtract from the total, in order to find the missing addend or part (**1.OA.1**).

In this opening lesson, students use objects to represent discreet counts, which serves as a bridge to the number path, used in Lessons 26 and 27. Number bonds will continue to serve as a bridge between prior learning and this new learning. In these concluding lessons, students use the number path, as pictured to the right, in order to find one part, count on to the total, and determine the number of counts it took to get to that total from the part (**1.OA.5**). The teacher engages students in deep discussion about these strategies as they relate to the contextualized situations of story problems, ensuring that students build a solid conceptual understanding of why and how one utilizes counting on to solve subtraction.



A Teaching Sequence Towards Mastery of Subtraction as an Unknown Addend Problem

Objective 1: Solve *add to with change unknown* math stories with addition, and relate to subtraction. Model with materials, and write corresponding number sentences.
(Lesson 25)

Objective 2: Count on using the number path to find an unknown part.
(Lessons 26–27)