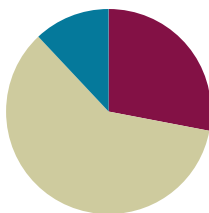


Lesson 11

Objective: Act out *take from with result unknown* story problems to solve.

Suggested Lesson Structure

■ Fluency Practice	(7 minutes)
■ Concept Development	(15 minutes)
■ Student Debrief	(3 minutes)
Total Time	(25 minutes)



Fluency Practice (7 minutes)

- How Many in All? **PK.CC.3, PK.CC.4, PK.OA.1** (5 minutes)
- Swinging Monkeys **PK.CC.1** (2 minutes)

How Many in All? (5 minutes)

Materials: (S) Single-sided numeral cards 0–5 (Lesson 1 Template), teddy bear counters in a cup (different colors for each partner)

Note: This partner activity provides experiences with put together story situations while providing practice with counting, cardinality, and one-to-one correspondence with up to 10 objects. Circulate to assess informally.

- Each partner draws a numeral card and takes the corresponding number of bears.
- Partners tell each other how many bears: "I have 2 red bears" or "I have 3 green bears."
- Partners put their bears together and count to determine how many bears in all: "We have 5 bears in all."

Students put their bears back in the cup, pick new cards, and repeat the activity.

Swinging Monkeys (2 minutes)

Note: This activity targets one of the core fluencies for Pre-K students—rote counting to 20. Practicing the same movement two days in a row enables students to become comfortable with the physical activity, so it can be easily repeated in later lessons.

T: Miguel Monkey is ready to swing again! Pretend you're Miguel Monkey. Reach your arms up to grab the vines and swing through the jungle as we count to 19 the Say Ten Way.

Demonstrate stretching one arm at a time into the air, mimicking a monkey grabbing vines and swinging through the jungle. Count to 19 the Say Ten Way, keeping the movement synchronous with the count. Then, count to 19 the regular way.

Concept Development (15 minutes)

Part 1: Concept Introduction

Materials: (T) White board or chart paper

Note: The Application Problem is embedded in today's Concept Development, a structure that allows more time for students to act and make sense of the problems.

Prepare the math story theatre. Rotate actors so that all children have an opportunity to act and solve.

1. Invite 3 children to sit on the stage. While saying the word problem, tap students to indicate when they become part of the action. Say, "Listen to my **subtraction story**: Three friends are dancing. One friend stops to sit down."
2. Ask, "Who can tell the story again?" Then ask, "How many friends did we **take away**?"
3. Ask, "How many friends are dancing now?" Provide wait time. Then, signal the students to answer. Write 2 on the board, saying "2 friends."
4. Ask, "Who remembers the question?" Guide half the children to restate the question and half to say the answer.
5. Select four new actors. Say, "Four frogs are on a log. One jumps off." Invite a student to retell the story.
6. Repeat Steps 2–3, asking, "How many frogs **are left**?"
7. Repeat as time allows with other problems, such as: "Five dancers are on the stage. One dancer jumps off the stage. How many dancers are left?"

Part 2: Practice

Materials: (S) Per pair: 4 paper doll cards (Lesson 6 Template)

Pair students and send them to tables with 2 paper dolls.

Replace Partner A and B with the children's names.

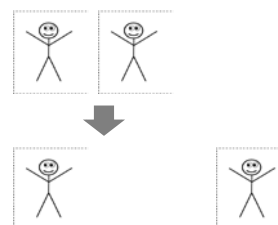
MP.2

1. Say, "Listen to my story. Partner A, make the paper dolls match my story. Two children are eating lunch. One child leaves to play on the slide."
2. Instruct Partner B to retell the story and to check that the paper dolls match.
3. Ask, "How many children are eating now?"
4. Have both partners repeat the question and agree on the answer (one child).
5. Give each pair two more paper dolls. Have children switch roles and repeat Steps 1–4 with other word problems such as: Four kids are in the art center. Two kids go to a different center. How many kids are left in the art center?



NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Flexible student groupings can allow for challenging additional activities for those who are ready. Some possible activities might include: using larger numbers, encouraging students to create their own subtraction stories, and alternating between addition and subtraction stories.



Student Debrief (3 minutes)

Lesson Objective: Act out *take from with result unknown* story problems to solve.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience. It is also an opportunity for informal assessment. Consider taking anecdotal notes or using a simple checklist to note each child's progress toward meeting the lesson objective.

As students complete the Practice portion of the Concept Development, listen for misconceptions or misunderstandings that can be addressed in the Debrief.

You may choose to use any combination of the questions below to help students express ideas, make connections, and use new vocabulary (**are left**, **subtraction story**, **take away**).

- Today we told a **subtraction story** about frogs. In our subtraction story, did we add or **take away**?
- We asked a question about our frog subtraction story, "How many frogs **are left**?" Can anyone think of a different way to ask the question?
- How does a group of people change when we take away people?
- How did acting help you to understand the subtraction story?
- How did acting help you to remember the question?

**CENTER CONNECTION:**

At the dramatic play center, invite students to act out subtraction stories. For example, one student might be the lifeguard at the pool where 5 children are swimming. Encourage students to make up stories as students get out of the pool, such as, "Five children were in the pool. Two children got out. How many children were left?"