G1-M1-Topic I

G1-M1-L33: Consider using the attached problem sets throughout this topic.

G1-M1-L34: During the concept development direct Ss to examine structure. What do you notice about each subtraction problem and how it relates to the answer?

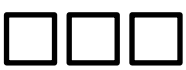
G1-M1-L35: Fingers might be the best tool (rather than drawing) for this lesson. *Say 5* counting and *doubles* counting would go far to making this lesson simple!

G1-M1-L36: This lesson needs 10 frame fluency…"Say the dots"…"Say the empty spaces"…"Say the number sentence"

G1-M1-L37: For additional practice, consider this free worksheet - http://www.teacherbilldavidson.com/all-sprints-page2/subtractfrom9

G1-M1-L33 Subset

Cross out **1** and circle how many are left.

1		0 1 2
2		0 1 2
3		0 1 2
4		0 1 2
5		0 1 2
6		0 1 2
7		2 3 4
8		2 3 4
9		2 3 4
10		2 3 4

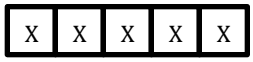
G1-M1-L34 Subset

Subtract.

1	 $6 - 6 =$ ☐
2	 $6 - 5 =$ ☐
3	 $8 - 8 =$ ☐
4	 $8 - 7 =$ ☐
5	 $10 - 10 =$ ☐
6	 $10 - 9 =$ ☐
7	$5 - 5 =$ ☐
8	$5 - 4 =$ ☐

G1-M1-L35 Subset

Subtract.

1	 $5 - 5 =$ ☐
2	●●●●●○ $6 - 1 =$ ☐
3	●●●●●○ $6 - 5 =$ ☐
4	●●●●●○○ $7 - 2 =$ ☐
5	●●●●●○○ $7 - 5 =$ ☐
6	●●●●●○○○ $8 - 5 =$ ☐
7	●●●●●○○○ $8 - 3 =$ ☐
8	●●●●●○○○○ $9 - 5 =$ ☐
9	●●●●●○○○○ $9 - 4 =$ ☐

G1-M1-L36 Subset

Write the number needed to make **10**. Use the picture if you need to.

1		1	
2		9	
3		8	
4		2	
5		3	
6		7	
7		6	
8		4	
9		5	