

Lesson 4: More Work with 1 and 2

Standards Alignments

Building On K.CC.B
Addressing 1.OA.C.5, 1.OA.C.6

Teacher-facing Learning Goals

- Subtract within 10, given expressions in which 1 or 2 is subtracted, in a way that makes sense to them.

Student-facing Learning Goals

- Let's subtract 1 or 2.

Lesson Purpose

The purpose of this lesson is for students to subtract 1 or 2 within 10.

This builds on the previous lesson where students considered the number sequence to support them in adding 1 or 2. When students see that subtracting 1 or 2 from any number is the same as counting one or two less, or counting back one or two, they are observing an important structure of the count sequence (MP7, MP8).

Math Community

Tell students that, at the end of the lesson, they will be asked to identify specific actions from their “Doing Math” list (both teacher and student sections) they personally experienced during the lesson today.

Access for:

Students with Disabilities

- Representation (Activity 1)

English Learners

- MLR8 (Activity 1)

Instructional Routines

Number Talk (Warm-up)

Materials to Gather

- 10-frames: Activity 1
- Materials from a previous activity: Activity 1

- Materials from previous centers: Activity 2
- Number cards 0–10: Activity 1
- Two-color counters: Activity 1

Lesson Timeline

Warm-up	10 min
Activity 1	20 min
Activity 2	20 min
Lesson Synthesis	10 min

Teacher Reflection Question

What strategy did most students use in their work today? What surprised you about student thinking?

Cool-down (to be completed at the end of the lesson)

 0 min

Unit 1, Section A Checkpoint

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Student-facing Task Statement

Lesson observations

Student Responses

- Represent all, then cross off or remove to find the difference.
- Count back to find the difference.
- Use their knowledge of the count sequence to know certain differences.
- Know certain differences.