LEVEL D

Number Worlds™

Accelerate Math Success

English Learner Support Guide

Mc Graw Hill Education

Unit 4
Subtraction

Unit at a Glance

In this unit, students will learn the vocabulary associated with ***Number Worlds,*** Level D, Subtraction. Students will learn about equations that involve subtraction using models and number lines. They will also study different strategies for solving subtraction problems, including identifying signal words used in word problems. Before beginning the unit, assess students' general knowledge of math vocabulary using the Individual Oral Assessment on page 75.

How Students Learn Vocabulary

Students will better understand new vocabulary by using physical motion to demonstrate the concept of subtraction. By using counters to "take away" or base-ten blocks to model the concept of regrouping, students will concretely reinforce language references.

Academic Vocabulary Taught in Unit 4

Week 1

difference Remainder left after subtracting one quantity from another

minus Decreased by; less

subtract To take away, as in one quantity from another

subtraction A mathematical operation that means "to take away"

take away To remove a unit or group

Week 2

difference Remainder left after subtracting one quantity from another

doubles Numbers that are added to themselves, such as $12 + 12$

half One of two equal parts of something

related equations Mathematical statements that have some connection to each other, such as $3 + 3 = 6$ and $6 - 3 = 3$

Week 3

difference Remainder left after subtracting one quantity from another

equal Identical in value or notation

equation A mathematical statement showing that one quantity or expression is equal to another quantity or expression

minus Decreased by; less

subtraction A mathematical operation that means "to take away"

Week 4

difference Remainder left after subtracting one quantity from another

distance The amount of space between things or points

equation A mathematical statement showing that one quantity or expression is equal to another quantity or expression

minuend The number from which another number (the subtrahend) is subtracted in a subtraction equation

number line A line on which evenly spaced points represent numbers

subtrahend The number that is subtracted in a subtraction equation

subtract To take away, as in one quantity from another

Week 5

No vocabulary this week.

Week 6

regroup To form into groups again; to express a number differently by reorganizing hundreds, tens, and ones

Unit 4 Individual Oral Assessment

Directions: Read each question to the student, and record his or her oral responses.
Some questions have teacher directions. Teacher directions are indicated in italics.
Allow students to use pencil and paper to work their responses.

1. Does 7 **minus** 5 **equal** 2? **yes**
2. Does 16 **minus** 7 **equal** 10? **no**
3. In the **subtraction** problem $18 - 4 = 14$, is 4 the **difference?** **no**
4. In the equation $12 - 9 = 3$, which is the **difference?** **3**
5. Is $14 - 7 = 7$ a subtraction **doubles fact** or a **related equation?** **doubles fact**
6. What is this symbol? *Write a minus sign on a piece of paper.* **a minus sign**
7. Does a **minus** sign tell you "to add together" or "to take away"? *Write a minus sign on a piece of paper.* **to take away**
8. What math word means "to take away"? **subtract**
9. Use the word ***subtract*** to explain what this equation asks you to do. *Write* $8 - 3$ *on a piece of paper.* **subtract 3 from 8**
10. Use the word ***subtract*** to explain what this equation asks you to do. *Write* $12 - 8$ *on a piece of paper.* **subtract 8 from 12**
11. What is the **minuend** in this equation? *Write* $10 - 3 =$ *on a piece of paper.* **10**
12. What is the **subtrahend** in this equation? *Write* $10 - 3 =$ *on a piece of paper.* **10**
13. Do you need to **regroup** in this subtraction problem? *Write* $82 - 74 =$ *on a piece of paper.* **yes**

- **Beginning English Learners:** 0–3 of Questions 1–10 correct
- **Intermediate English Learners:** 4–7 of Questions 1–10 correct
- **Advanced English Learners:** 8–10 of Questions 1–10 correct
- If the student is able to answer Questions 11–13, then he or she can understand the mathematics taught in this unit but may still have difficulty with the academic vocabulary.

Use the Student Assessment Record, page 143, to record the assessment results.

Week 1

Objective

Students can understand the meaning of the term *difference* and other terms related to subtraction.

Vocabulary

- **difference** Remainder left after subtracting one quantity from another
- **minus** Decreased by; less
- **subtract** To take away, as in one quantity from another
- **subtraction** A mathematical operation that means "to take away"
- **take away** To remove a unit or group

Materials

Program Materials
- Vocabulary Cards: *difference, subtract*
- Number Lines (0–20), p. 129

Additional Materials
- loose, dry beans
- masking tape or interactive whiteboard

1 WARM UP

Introduce each vocabulary word to students. Say the word aloud and have students repeat it.

Create a number line with masking tape on the floor or on an interactive whiteboard. Label the number line from 0 to 20. Use the number line to review the meanings of *come before* and *come after*.

► **Point to the number 14. What number comes before 14?** 13

Say *before* and have students repeat. Write *before* on the board.

► **What number comes after 14?** 15

Say *after* and have students repeat. Write *after* on the board. Have students practice saying complete sentences using a sentence frame such as _____ *comes [before/after]* _____. Repeat with other examples.

Next, use the number line to review the meaning of *between*.

► **Erase the number 7. What is missing?** 7

► **Point to the number on either side of 7. Seven is between which numbers?** 6 and 8

Say *between,* and have students repeat. Write *between* on the board. Have students practice saying complete sentences using a sentence frame such as ____ *comes between* ____ *and* ____. Repeat with other examples.

If students need prompting, move your finger to point to the numbers before, after, and between as you ask questions

2 ENGAGE

Give each student a Number Line 0–20 worksheet and 20 beans. Have students count up to 12, putting a bean on each number. (No bean on zero.)

► **How many beans are there?** 12

► **Take away three beans.** Monitor as students take away three beans.

► **How many beans are there now? Count.** 1, 2, 3, 4, 5, 6, 7, 8, 9

Write the subtraction equation on the board as students answer the following questions:

► **How many beans did we start with?** 12

► **How many beans did we take away?** 3

► **How many are left?** 9

Explain that the number that is left is called the *difference*. Say *difference* and have students repeat. Write *difference* on the board.

Model the subtraction sentence: *Twelve take away three equals nine.* Write the sentence on the board. Have students repeat until firm. Then erase *take away* and replace it with *minus*. Practice the new sentence: *Twelve minus three equals nine.*

► **Does *take away* mean "add"?** no

► **When you *take away,* you *subtract*.**

Say *subtract,* and have students repeat. Write *subtract* on the board.

Repeat with other examples until students are comfortable with the terms *take away, minus, difference,* and *subtract*.

Have partners work together giving and following instructions such as

- Show 15 beans.
- Subtract 5 beans.
- Say the subtraction equation.
- What is the difference?

Teacher Note

Point out that the word *difference* has other meanings. In addition to its mathematical meaning, *difference* also means "how things are unlike each other." Illustrate this meaning by showing two photos of different flowers. Point out differences in their size or color. Then practice describing sentences, such as *One difference is color; this flower is white, and the other flower is red.*

Progress Monitoring

If… students are ready for a challenge,	**Then…** have them practice different ways to talk about subtraction, such as ____ *take away/ minus* ____ *equals* ____*; When I subtract* ____ *from* ____*, the difference is* ____.

3 REFLECT

Extended Response

- **What does *take away* mean?**
- **What does a minus sign mean?**
- **Describe *subtraction.***
- **When do you use subtraction at home?**

Encourage student discussion of these questions and answers.

Progress Monitoring

If… students need help understanding that the word *difference* refers to the answer in a subtraction equation,	**Then…** write a subtraction problem on the board and label the difference for a visual reference.

4 ASSESS

Informal Assessment

Have students complete the following activity to make sure they understand the vocabulary. As students use each word:

1. Check understanding.
2. Correct errors.
3. Recheck for understanding.

- Write $14 - 6 = 8$ on the board. Have students identify the difference.
- Have students also identify the minus sign and use the word *minus* to describe the subtraction problem.

For each word, use the following rubric to assign a score.

The student can repeat the word when prompted. (1 point)

The student knows the word but does not know its meaning. (2 points)

The student has a vague idea of the word's meaning. (3 points)

The student knows the word and can use the word in context. (4 points)

Week 2

Objective

Students can understand language related to subtraction.

Vocabulary

- **difference** Remainder left after subtracting one quantity from another
- **doubles** Numbers that are added to themselves, such as 12 + 12
- **half** One of two equal parts of something
- **related equations** Mathematical statements that have some connection to each other, such as 3 + 3 = 6 and 6 − 3 = 3

Materials

Program Materials

- Vocabulary Cards: *add, difference, equal, subtract, sum*
- Number Cards (1–10), p. 124
- Number Cards (11–20), p. 125
- Plus, Minus, Equal Cards, p. 133
- Two-color counters

1 WARM UP

Introduce each vocabulary word to students. Say the word aloud and have students repeat it.

Show students ***Vocabulary Cards*** *add, difference, equal, subtract,* and *sum* while saying each word aloud.

Model a subtraction equation with counters. Review the vocabulary word *difference*. Have partners work together to create an equation and identify the difference. Then have students read the equation: _____ *[take away/minus]* _____ *equals* _____. Repeat with several equations to review the terms *difference, take away, minus,* and *equals.*

2 ENGAGE

Write 4 + 4 = 8 on the board.

► **Is this a doubles fact?** yes

Write 4 + 5 = 9 on the board.

► **Is this a doubles fact?** no

► **What is it?** near-doubles fact

If students have forgotten about doubles facts and near doubles facts, review by modeling examples with counters. Then assign a different number to each student, and have them write the doubles fact and two near-doubles facts for the number. Have them report to the class: *The doubles fact for 4 is _____; the near-doubles facts are _____ and _____.*

Have students use counters to model 4 + 4 = 8.

► **What is the sum?** 8

Have students use counters to model 8 − 4 = 4.

► **What is the difference?** 4

Repeat with several examples (including non-doubles facts) until students notice that the addition and subtraction sentences are related. They have the same "parts."

► **You can use addition to *check* subtraction. You can see if your answer is correct.**

Explain that students should work in pairs to create addition and subtraction equations with their Number Cards and Plus, Minus, Equal Cards. Instruct each pair to use one student's cards to create a subtraction equation and then use the other student's cards to create the related addition equation.

Invite each pair to demonstrate their equations to the class and describe how they checked their subtraction problems with addition.

Teacher Note

This week in their math lessons, students will hear the terms *equal halves* or *equal groups.* Model *equal halves* by tearing a piece of paper into two halves. Model *equal groups* using counters. Have students practice making equal groups with counters and identifying equal halves in photographs. As a concept check, show students examples and non-examples of *equal groups* and *equal halves,* and have them say, *They [are/are not] equal halves.*

Progress Monitoring	
If… you discover students are silent during the Engage activity,	**Then…** model language they can use to describe the related equations they are making. For example, beginning students might simply state the equation. More advanced students might say, *My [addition/subtraction] equation is _____. The related equation is _____.*

3 REFLECT

Extended Response

- **What things come in doubles, or pairs?**
- **What is the subtraction doubles fact for 14? For 20?**
- **What does it mean to check an equation?**
- **What is the related addition equation for 19 − 14 = 5?**
- **Are subtraction doubles facts helpful? Why?**

Encourage student discussion of these questions and answers.

Progress Monitoring	
If… students struggle to participate in the Extended Response discussion because they have too little language,	**Then…** ask them to show the related math and read the equations.

4 ASSESS

Informal Assessment

Have students complete the following activity to make sure they understand the vocabulary. As students use each word:

1. Check understanding.
2. Correct errors.
3. Recheck for understanding.

- Show students the subtraction equation 16 − 9 = _____. Have them tell the difference.
- Have students use related addition problems to check a subtraction equation.

For each word, use the following rubric to assign a score.

The student can repeat the word when prompted. (1 point)

The student knows the word but does not know its meaning. (2 points)

The student has a vague idea of the word's meaning. (3 points)

The student knows the word and can use the word in context. (4 points)

Week 3

Objective

Students understand the uses of a minus sign and an equal sign and can read and create subtraction word problems.

Vocabulary

- **difference** Remainder left after subtracting one quantity from another
- **equal** Identical in value or notation
- **equation** A mathematical statement showing that one quantity or expression is equal to another quantity or expression
- **minus** Decreased by; less
- **subtraction** A mathematical operation that means "to take away"

Materials

Program Materials

- Vocabulary Cards: *difference, equal, subtract*
- Number Cards (1–10), p. 124
- Number Cards (11–20), p. 125
- Plus, Minus, Equal Cards, p. 133
- Two-color counters

Additional Materials

- tomatoes, or photos
- tomato seeds, or photos

1 WARM UP

Introduce each vocabulary word to students. Say the word aloud and have students repeat it.

Review ***Vocabulary Cards*** *difference, equal,* and *subtract*.

Write the numbers 15, 18, and 3 on the board. Explain that students will use their Number Cards (1–10), Number Cards (11–20), and Plus, Minus, Equal Cards to arrange these numbers into a subtraction equation. Ask individual students to read the equation using the words *minus* and *equals*. Have students identify the minus sign and the equal sign.

- _____ minus _____ equals _____.
- The difference is _____.

► **How can we check our answer?** **We can do the related addition problem.**

Have students rearrange their Number Cards and operations signs to represent the related addition problem. Students can model with counters to make sure they are correct.

2 ENGAGE

Explain to students that they will solve word problems and practice identifying key words. While students are completing the Warm-Up exercise, write this word problem on the board and cover it:

Julia planted 8 tomato seeds. Six seeds sprouted. The rest of the seeds did not sprout. How many seeds did not sprout?

Use realia or photographs to preteach the words *plant, tomato, seeds, sprout*. Then read the story aloud.

► **What is the question?** **How many seeds did not sprout?**

► **What is a key word?** **seeds**

► **Say a subtraction equation for this problem.** **8 minus 6 equals 2**

► **What is the difference in this equation?** **2**

Explain that students will work in pairs to create their own word problem based on the following subtraction equation:

► **$11 - 7 = 4$**

Have the class choose a key word. All students should use this key word in their equations. Encourage students to read their word problems aloud to the class.

Teacher Note

When students are choosing a key word for their word problems, guide them toward a simple word that is familiar to all English learners.

Progress Monitoring

If… students have trouble composing word problems,	**Then…** encourage them to model and describe an equation with Counters.

3 REFLECT

Extended Response

- **What does the difference tell us?**
- **What is the difference: 17 − 8 = ? How do you know?**
- **When do you use subtraction?**

Encourage student discussion of these questions and answers.

Progress Monitoring	
If… students feel confident solving one-step subtraction problems,	**Then…** encourage them to solve multi-step subtraction problems.

4 ASSESS

Informal Assessment

Have students complete the following activity to make sure they understand the vocabulary. As students use each word:

1. Check understanding.
2. Correct errors.
3. Recheck for understanding.

- Write *13 − 8 = 5* on the board. Have students identify the difference.
- Repeat for the minus sign and the equal sign.

For each word, use the following rubric to assign a score.

The student can repeat the word when prompted. (1 point)

The student knows the word but does not know its meaning. (2 points)

The student has a vague idea of the word's meaning. (3 points)

The student knows the word and can use the word in context. (4 points)

Week 4

Objective

Students learn vocabulary associated with using number lines to solve subtraction equations.

Vocabulary

- **difference** Remainder left after subtracting one quantity from another
- **distance** The amount of space between things or points
- **equation** A mathematical statement showing that one quantity or expression is equal to another quantity or expression
- **minuend** The number from which another number (the subtrahend) is subtracted in a subtraction equation
- **number line** A line on which evenly spaced points represent numbers
- **subtrahend** The number that is subtracted in a subtraction equation
- **subtract** To take away, as in one quantity from another

Materials

Program Materials

- Vocabulary Cards: *difference, equation, minuend, subtrahend, subtract*
- Number Lines (0–20), p. 129

1 WARM UP

Introduce each vocabulary word to students. Say the word aloud and have students repeat it.

Encourage discussion about the similarity in sound between *distance* and *difference*. If needed, further discuss how the words have different meanings and practice repeating the words.

Show students ***Vocabulary Cards*** *difference, equation,* and *subtract* while saying each word aloud.

Write *22 − 12 = 10* on the board.

- **Is this an equation?** yes
- **Is this an addition equation or a subtraction equation?** subtraction equation
- **What is the difference?** 10
- **Let's say the subtraction equation together.** **22 minus 12 equals 10.**

Point to the equation.

- **Which number is the biggest?** 22
- **Do we take away from this number?** yes
- **It is called the *minuend*.**

Say *minuend,* and have students repeat. Label 22 as *minuend* on the board.

- **What number do we take away?** 12
- **It is called the *subtrahend*.**

Say *subtrahend,* and have students repeat. Label 12 as *subtrahend* on the board.

Show students the *minued* and *subtrahend* ***Vocabulary Cards.*** Model correct pronunciation of each word and have students repeat.

Write other one- and two-step subtraction equations on the board, and have students continue to identify the difference, the minuend, and the subtrahend(s). Point out that a two-step subtraction equation will have two subtrahends.

2 ENGAGE

Draw a number line on the board. Label the points from 1 to 20. Draw an arrow that starts on 17 and lands on 12.

- **How many jumps does this number line show?** one
- **Where does the jump start?** 17
- **Where does it land?** 12
- **What is the distance of this jump?** five
- **Let's say the subtraction equation.** **17 minus 5 equals 12.**

Give students a Number Line 0–20 worksheet.

- **Use the number lines to draw this equation.**
- **Start on 13.**
- **Stop on 10.**
- **Start on 10.**
- **Stop on 7.**
- **What is the distance of your first jump?** three
- **What is the distance of your second jump?** three
- **What is the total distance of both jumps?** six
- **What is the subtraction equation for this number line?** **13 − 3 − 3 = 7**

Write *16 − 8 − 2 =* _____ on the board. Have students model the subtraction problem on another number line and describe the equation. Encourage them to name the minuend, subtrahend(s), and difference.

Repeat this exercise with different subtraction equations.

Teacher Note

English learners may benefit from using number lines, as number lines are visual. If English learners can model a subtraction problem from a number line using symbols but have difficulty verbalizing the problem, encourage them to say the problem in their primary language and then gradually incorporate the English foundation as they repeat the problem aloud.

Progress Monitoring	
If… students need help solving a subtraction problem with multiple steps,	**Then…** encourage them to write and say individual subtraction problems for each step of the equation.

3 REFLECT

Extended Response

- **Is a thermometer like a number line? How?**
- **How are number line addition and subtraction problems alike?**
- **How are they different?**
- **For subtraction, where do you start your first jump on a number line? How do you know?**

Encourage student discussion of these questions and answers.

Progress Monitoring	
If… students need help verbalizing the jumps on their number lines,	**Then…** remind them that subtraction means "to take away," so the answer to the equation will always be less than the starting number. Allow students to use beans to physically take away a number from the line.

4 ASSESS

Informal Assessment

Have students complete the following activity to make sure they understand the vocabulary. As students use each word:

1. Check understanding.
2. Correct errors.
3. Recheck for understanding.

- Draw a number line on the board. Label the points from 1 to 20. Draw an arrow that starts on 18 and lands on 13 and another arrow that starts on 13 and lands on 9. Have students identify the distance of the first jump.
- Repeat for the distance of the second jump and the total distance of both jumps.
- Have students verbalize the subtraction equation depicted on the number line.

For each word, use the following rubric to assign a score.

The student can repeat the word when prompted. (1 point)

The student knows the word but does not know its meaning. (2 points)

The student has a vague idea of the word's meaning. (3 points)

The student knows the word and can use the word in context. (4 points)

Week 5

Objective

Students will review subtraction vocabulary and learn signal words associated with subtraction word problems.

Materials

Program Materials

- **Vocabulary Cards: *difference, minuend, subtrahend***
- **Plus, Minus, Equal, p. 133**

1 WARM UP

Introduce each vocabulary word to students. Say the word aloud and have students repeat it.

Write a subtraction sentence on the board: 23 − 17 = 6.

Review the *difference, minuend,* and *subtrahend* ***Vocabulary Cards.*** Have students identify each in the subtraction sentence on the board.

Have students say the sentence and then model it with counters and the minus and equal cards from the Plus, Minus, Equal worksheet.

► **What number is the minuend?** 23

Tell students that this is the *whole set*. Say *whole set* again, and have students repeat.

► **What number is the subtrahend?** 17

Tell students that this is the *amount taken away.* Say *amount taken away* and have students repeat.

► **What is the difference?** 6

Tell students that the difference is also called the *amount left*.

► **So, the *whole set* minus the *amount taken away* equals the *amount left*. Write this sentence on the board.**

Write another subtraction sentence on the board. Have students practice identifying the parts of the subtraction equation using the following communication guide:

- The whole set is _____.
- **The** amount taken away is _____.
- The amount left is _____.

2 ENGAGE

Write the following story on the board:

Jerry sells balloons. He started with 23 balloons. He sold 17 balloons. How many does he have left?

Preteach the words *sell (sold)* and *balloons* using gestures and realia. Then read the story as a group. Ask if there are any other questions about the story or the words.

► **What does Jerry sell?** balloons

► **How many balloons does Jerry start with?** 23

► **Write 23 on the board. Is this the whole set?** yes

► **How many balloons did Jerry sell?** 17

► **Is this the amount taken away?** yes **Write 23 − 17 on the board.**

► **Point to the question in the story. What do we need to know?** How many does he have left?

► **What is the answer?** 6

► **Is this the difference?** yes

Look at a few of the subtraction word problems in the lesson in the student book. Explain that some words signal that the operation in the problem will be subtraction. These words include (but are not limited to) *give away, share, lose (lost), some, already, left.* Introduce the meanings of these words.

Write a subtraction sentence on the board and then create a story problem with students. Use some of the signal words you introduced.

Teacher Note

During the main math lesson, take a few minutes to preteach tricky vocabulary from the word problems. For example, point out the difference between the two uses of *left* in the word problem on student page 54 (Try This, item 1). English learners will be frustrated by the mulitple meanings of *left* unless pre-empted.

Progress Monitoring

If… students struggle with solving word problems,	**Then…** reread the problem and prompt with the following questions: *What is the whole set? What is the amount taken away? How many are left?*

3 REFLECT

Extended Response

- **What are some signal words for subtraction?**
- **Is a subtraction story like an addition story? Why or why not?**
- **99 − ? = 77: How can you find the amount taken away?**

Encourage student discussion of these questions and answers.

Progress Monitoring	
If… students are ready for a challenge,	**Then…** have them write their own subtraction story problems using the signal words they have learned. Have another student solve the problem.

4 ASSESS

Informal Assessment

Have students complete the following activity to make sure they understand the vocabulary. As students use each word:

1. Check understanding.
2. Correct errors.
3. Recheck for understanding.

- Write 63 − 12 = 51 on the board. Have students identify the *minuend, subtrahend,* and *difference*.
- Using the same equation, have students identify the whole set, the amount taken away, and the amount left.

For each word, use the following rubric to assign a score.

The student can repeat the word when prompted. (1 point)

The student knows the word but does not know its meaning. (2 points)

The student has a vague idea of the word's meaning. (3 points)

The student knows the word and can use the word in context. (4 points)

Week 6

Objective

Students will practice the language of regrouping to subtract numbers within 1,000.

Vocabulary

regroup To form into groups again; to express a number differently by reorganizing hundreds, tens, and ones

Materials

Additional Materials

- base-ten blocks
- dimes
- nickels
- pennies
- 1-dollar bills
- 10-dollar bills

1 WARM UP

Introduce the vocabulary word to students. Say each word and have students repeat.

Use base-ten blocks to practice regrouping. Have partners work together. Have them show the number 663 (6 flats, 6 rods, 3 unit blocks). Then tell them to take away 244.

- **Do you need to regroup?** yes

They will have to trade a rod for ten unit blocks.

- **How many flats do you have left?** 4
- **How many rods do you have left?** 1
- **How many unit blocks do you have left?** 9
- **What is 643 − 244?** 419

Repeat for 518 − 319 = ? If students need help, remind them that they will have to trade a rod for ten unit blocks and a flat for ten rods.

2 ENGAGE

Show students the penny, nickel, dime, 1-dollar bill, and 10-dollar bill. Review the name and value of each.

- **How many pennies in a nickel?** 5
- **How many nickels in a dime?** 2
- **How many dimes in a dollar?** 10

Role-play a scene at the farmer's market. Organize students into farmers and customers. Each farmer must decide what item (such as broccoli) to sell as well as the price (such as $1.10 per head). Give the farmer ten 1-dollar bills, ten dimes, ten nickels, and 20 pennies. Give each customer $10 in any denomination. Tell customers they must buy at least one item from each farmer, but they can buy more than one if they like.

Prior to the activity, review the following communication guide. Write it on the board and encourage students to refer to it throughout the activity.

[Farmer:] Hello, how may I help you?

[Customer:] I would like to buy _____. How much is it?

[Farmer:] It is _____./They are _____.

[Customer:] Great. I would like _____, please.

[Farmer:] That will be _____ cents/dollars, please.

[Customer:] Here you go. Do you have change?

[Farmer:] Yes. You gave me _____, so your change is _____.

[Customer:] Thank you.

[Farmer:] Thank you very much!

During the role-play, farmers must practice giving change and customers should make sure they are receiving the correct amount. Monitor the activity to help with language difficulties.

Teacher Note

Remember that you are helping students produce language that will be useful in their math lesson. While understanding of the concept is important, students must first understand the vocabulary they will be hearing in the lesson. Make this your focus when doing the activities in this book.

Using Student Worksheets

After students complete the activity, help them to complete the appropriate Practice for their levels of English development.

Beginning, p. 88

Intermediate, p. 89

Advanced, p. 90

3 REFLECT

Extended Response.

- ► **How do we use subtraction at the market?**
- ► **What do you need to know to make change?**
- ► **What would you do if a store clerk gave you the wrong change?**

Encourage student discussion of these questions and answers.

4 ASSESS

Informal Assessment

Have students complete the following activity to make sure they understand the vocabulary. As students use each word:

1. Check understanding.
2. Correct errors.
3. Recheck for understanding.

- Have students use base-ten blocks to show how to regroup to subtract: 323 − 262 = ?

For each word, use the following rubric to assign a score.

The student can repeat the word when prompted. (1 point)

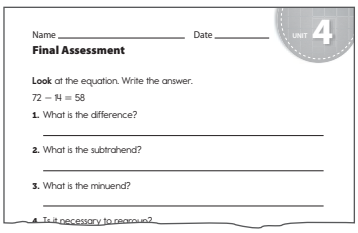
The student knows the word but does not know its meaning. (2 points)

The student has a vague idea of the word's meaning. (3 points)

The student knows the word and can use the word in context. (4 points)

Final Assessment

Distribute a copy of the Final Assessment, p. 91, to each student. Use the following rubric to determine each student's level of English development.


Name _____ Date _____

Final Assessment

Look at the equation. Write the answer.

72 − 14 = 58

1. What is the difference?

2. What is the subtrahend?

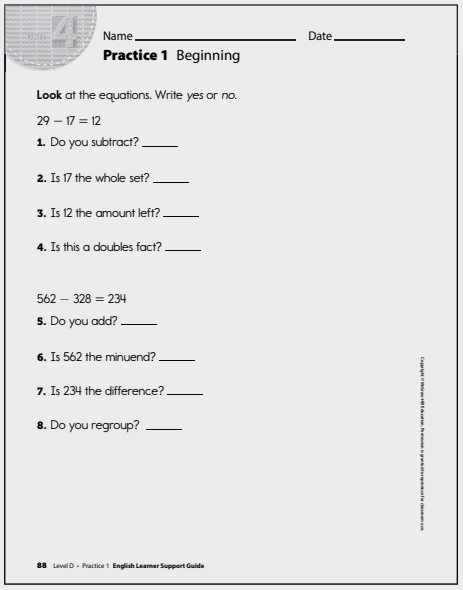
3. What is the minuend?

4. Is it necessary to regroup?

Final Assessment, p. 91

- **Beginning English Learners:** 0–3 of Questions 1–8 correct
- **Intermediate English Learners:** 4–6 of Questions 1–8 correct
- **Advanced English Learners:** 7–8 of Questions 1–8 correct

Use the Student Assessment Record, page 143, to record the assessment results.


Name _____ Date _____

Practice 1 Beginning

Look at the equations. Write *yes* or *no*.

29 − 17 = 12

1. Do you subtract? _____

2. Is 17 the whole set? _____

3. Is 12 the amount left? _____

4. Is this a doubles fact? _____

562 − 328 = 234

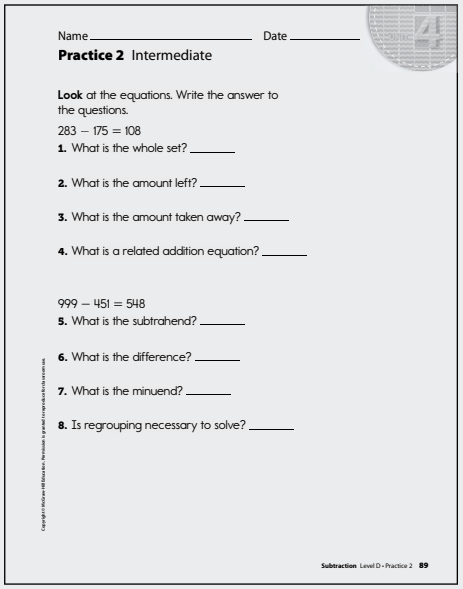
5. Do you add? _____

6. Is 562 the minuend? _____

7. Is 234 the difference? _____

8. Do you regroup? _____

Practice 1,Beginning, p. 88


Name _____ Date _____

Practice 2 Intermediate

Look at the equations. Write the answer to the questions.

283 − 175 = 108

1. What is the whole set? _____

2. What is the amount left? _____

3. What is the amount taken away? _____

4. What is a related addition equation? _____

999 − 451 = 548

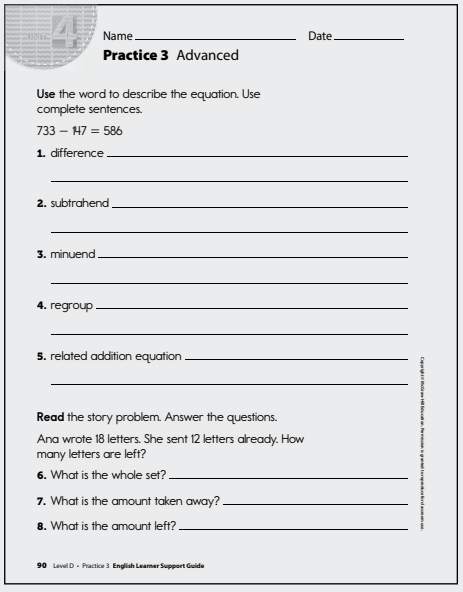
5. What is the subtrahend? _____

6. What is the difference? _____

7. What is the minuend? _____

8. Is regrouping necessary to solve? _____

Practice 2, Intermediate, p. 89


Name _____ Date _____

Practice 3 Advanced

Use the word to describe the equation. Use complete sentences.

733 − 147 = 586

1. difference _____

2. subtrahend _____

3. minuend _____

4. regroup _____

5. related addition equation _____

Read the story problem. Answer the questions.

Ana wrote 18 letters. She sent 12 letters already. How many letters are left?

6. What is the whole set? _____

7. What is the amount taken away? _____

8. What is the amount left? _____

Practice 3, Advanced, p. 90

UNIT 4

Name _____ Date _____

Practice 1 Beginning

Look at the equations. Write *yes* or *no*.

$29 - 17 = 12$

1. Do you subtract? _____

2. Is 17 the whole set? _____

3. Is 12 the amount left? _____

4. Is this a doubles fact? _____

$562 - 328 = 234$

5. Do you add? _____

6. Is 562 the minuend? _____

7. Is 234 the difference? _____

8. Do you regroup? _____

Name _____ Date _____

UNIT 4

Practice 2 Intermediate

Look at the equations. Write the answer to the questions.

283 − 175 = 108

1. What is the whole set? _____

2. What is the amount left? _____

3. What is the amount taken away? _____

4. What is a related addition equation? _____

999 − 451 = 548

5. What is the subtrahend? _____

6. What is the difference? _____

7. What is the minuend? _____

8. Is regrouping necessary to solve? _____

UNIT 4

Name _____ Date _____

Practice 3 Advanced

Use the word to describe the equation. Use complete sentences.

733 − 147 = 586

1. difference _____

_____

2. subtrahend _____

_____

3. minuend _____

_____

4. regroup _____

_____

5. related addition equation _____

_____

Read the story problem. Answer the questions.

Ana wrote 18 letters. She sent 12 letters already. How many letters are left?

6. What is the whole set? _____

7. What is the amount taken away? _____

8. What is the amount left? _____

Name _____ Date _____

UNIT 4

Final Assessment

Look at the equation. Write the answer.

$72 - 14 = 58$

1. What is the difference?

_____

2. What is the subtrahend?

_____

3. What is the minuend?

_____

4. Is it necessary to regroup?

_____

5. What is a related addition equation?

_____

Read the story problem. Answer the questions.

Paul took 85 photos. He deleted 15 of them. How many photos did he keep?

6. What is the whole set?

_____

7. What is the amount taken away?

_____

8. What is the amount left?

_____

LEVEL D

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