# Lesson 5: Restemos con objetos

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | K.CC, K.CC.B.5, K.OA.A.1 |

### Teacher-facing Learning Goals

* Use objects to show the action of subtraction.

### Student-facing Learning Goals

* Usemos fichas para restar.

### Lesson Purpose

The purpose of this lesson is for students to represent the action of subtraction with objects.

In previous lessons, students represented addition by putting 2 groups of objects together or adding more objects. In this lesson, students represent the action of subtraction with objects. Students take away a number of objects and determine the number of objects remaining. The language of *“quitar” //*“take away” and *“****restar****” //*“**subtract**” is introduced by the teacher throughout the lesson. Students are not expected to produce this language in this lesson. The notation *“\_\_\_\_\_ quitando \_\_\_\_\_?” //*“\_\_\_\_\_ take away \_\_\_\_\_” is also introduced. Students need time to see and hear the teacher use this language before they can understand expressions “\_\_\_\_\_ - \_\_\_\_\_”, which are introduced in a later section.

This lesson has a Student Section Summary.

### Access for:

### Students with Disabilities

* Representation (Activity 2)

### English Learners

* MLR8 (Activity 1)

### Instructional Routines

How Many Do You See? (Warm-up)

### Materials to Gather

* Connecting cubes: Activity 2
* Counters: Activity 1, Activity 2
* Materials from previous centers: Activity 3

### Materials to Copy

* Number Mat 1–5 (groups of 2): Activity 2

### Lesson Timeline

|  |  |
| --- | --- |
| Warm-up | 10 min |
| Activity 1 | 10 min |
| Activity 2 | 10 min |
| Activity 3 | 25 min |
| Lesson Synthesis | 5 min |

### Teacher Reflection Question

What evidence have students given that they understand the actions of addition and subtraction? What language do they use or associate with each operation?

## Cool-down

(to be completed at the end of the lesson) 0min

Unidad 4, punto de chequeo de la sección A

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | K.CC.B.5, K.OA.A.1 |

### Student-facing Task Statement

Lesson observations

### Student Responses

* Count to find the total or difference.
* Add or take away objects to represent addition and subtraction.