

- For students reading at  
**Literacy Level D/6** including:
- English-language learners
  - Students reading below grade level
  - K–1 emergent readers

## Objectives at a Glance

### COMPREHENSION

Students will:

- Make inferences
- Read aloud to clarify
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions

### VOCABULARY

Students will:

- Recognize high-frequency words
- Develop Tier Two vocabulary
- Develop Tier Three vocabulary

### GRAMMAR AND LANGUAGE DEVELOPMENT

Students will:

- Recognize the sentence structures  
*They give away \_\_\_\_ and How many \_\_\_\_  
do they have now?*
- Use the pronoun **they**

### PHONEMIC AWARENESS

Students will:

- Listen for initial and final /n/

### PHONICS

Students will:

- Use middle-letter cues to solve words
- Recognize initial and final “n”

### FLUENCY

Students will:

- Read question marks

### WRITING

Students will:

- Write to a picture prompt

# We Subtract

## Theme: Subtraction

- We Get the Cookies (B/2)
- We Subtract (D/6)

## Math Big Idea:

Readers subtract as they observe children giving away cookies, flowers, apples, kittens, puppies, and toy cars.



ISBN 978-1-4108-7497-9



9 781410 874979



BENCHMARK EDUCATION COMPANY

# Before Reading

## Related Resources

The following Benchmark Education resources support this lesson.

### Other Early Explorers Books

- Big Ben Helps the Town (F/10)
- The Mail Comes to Main Street (F/10)
- The Farm Stand Mystery (H/14)
- How Many Muffins? (H/14)

### Fluency and Language Development

- *We Subtract* Audio CD

### Comprehension Resources

- *We Subtract* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Make Inferences poster

### Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K or 1 Comprehension Strategy Assessment Book*

## Make Connections and Build Background

- **Use Realia** Display ten crayons.  
**Say:** *We will read a book about subtraction. I will share my crayons. I have ten crayons. I will give you four crayons. How many crayons will I have left?* Ask students to Think/Pair/Share. Then give the students four crayons and write  $10 - 4 = 6$  on the board. Invite students to think of other ways to subtract using 10 crayons.
- **Use a Graphic Organizer** Write the phrase **Things to Share** on the board and underline it. Read the phrase and ask students to list things they can share with others. As students respond, write the words under the heading. Then read each word and ask student to echo-read.

### Things to Share

crayons  
cookies  
pencils  
toys

## Introduce the Book

- Give each student a copy of the book. Remind students they will read about subtraction. Preview the book, encouraging students to interact with the pictures and text on each page as you emphasize the elements from the page 3 chart that will best support their understanding of the book's language, concepts, and organization. (Items in bold print include sample "teacher talk.")
- **Pages 2–3 Words to Discuss** Ask students to point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. After students Think/Pair/Share what they know about each word, fill in any missing details. **Say:** *We will see these words in the book.*
- **Page 5 Graphic Feature** **Say:** *This page has a **subtraction problem**. The subtraction problem goes with the information on pages 4 and 5. What is the subtraction problem? ( $12 - 8 = 4$ ) What do the numbers in the subtraction problem mean? (the number of cookies the children had, gave away, and have left)*

Pages	Text and Graphic Features	Words to Discuss	English/Spanish Cognates	Sentence Structures
Cover	title, author, photo			
1	title page, photo			
2–3	photos, labels	<b>apples, cookies, flowers, puppies</b>		
4–5	photos, <b>subtraction problem</b>	children, cookies, twelve, give away, eight		<b>They give away ____.</b> How many ____ do they have now?
6–7	photos, subtraction problem	pick, flowers, ten, five	<b>flower/flor</b>	
8–9	photos, subtraction problem	apples, fifteen, six		
10–11	photos, subtraction problem	kittens, eight, six		
12–13	photos, subtraction problem	puppies, nine, five		
14–15	photos, subtraction problem	toy cars, eight, four	car/carro	
16	photos, subtraction problems			

Copyright © 2007 Benchmark Education Company, LLC. All rights reserved. Teachers may photocopy the reproducible pages for classroom use. No other part of the guide may be reproduced or transmitted in whole or in part in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system, without permission in writing from the publisher. Printed in Canada.  
ISBN: 978-1-4108-7497-9

- **Page 5 Sentence Structure** Write *They give away \_\_\_\_* on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *We use this sentence structure to tell about something.* Model using the sentence structure to tell about the photograph, such as *They give away cookies.* Then assist students in forming their own sentences about things people can give away. **Say:** *This sentence structure is in the book. Can you find the structure on page 5? Frame the sentence. Let's read the sentence together.*
- **Page 6 Spanish Cognate** Does **flower** sound like a word you know in Spanish? (Allow time for students to respond.) The English word **flower** sounds like the Spanish word **flor**. **Flower** and **flor** mean the same thing. Where might you see a **flower**? (Allow time for students to respond.) Write the word **flower** on the board and ask students to locate it on page 6 in the book.

## Rehearse Reading Strategies

- **Say:** *One word in this book is **pick**. Say the word **pick**. What letter do you expect to see in the middle of the word?* Allow time for students to respond, assisting as needed. Then ask them to find the word **pick** on page 6. **Say:** *Use middle-letter cues to help you when you read.*
- Remind students to use other reading strategies they are learning as well, such as checking the pictures and returning to the beginning of the sentence if something doesn't sound right.

## Set a Purpose for Reading

- Direct students' attention to the sharing list. **Say:** *Now it's time to whisper-read the book. Read to learn what the children in the book share with others.*

Cue Source	Prompt	Example	Page
Graphophonic	Look at the middle letter.	ten	6
Syntactic	Think about the sentence structure.	They give away five flowers.	7
Semantic	Check the picture.	toy	14

## During Reading

### Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

## After Reading

### Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at your list. Which things did we read about in the book?* Put a ✓ beside any matching responses. Then ask students to name other things the children in the book shared. Add these words and put check marks beside them. Choral-read the checkmarked words. Then ask students to use the graphic organizer to tell a partner about the book.

#### Things to Share

crayons  
cookies ✓  
pencils  
toys ✓  
flowers ✓  
apples ✓  
kittens ✓  
puppies ✓

## Reading Strategy Mini-Lesson: Read Aloud to Clarify

- **Reflect Ask:** *Did you understand what you read? What parts were hard to understand? How did you help yourself?*
- **Model Say:** *I want to understand what I read. Sometimes I read aloud to figure out a tricky part. Ask students to turn to page 5. Say: The first time I looked at this page I was confused. What do the Xs mean? Then I read the first sentence aloud. They give away eight cookies. Now I understand that the author drew an X on each cookie the children gave away. Now the page makes sense. I'm ready to keep whisper-reading.*
- **Guide** Ask students to turn to pages 8 and 9. **Ask:** *What are the boy and girl doing? (Allow time for students to respond.) Let's check by reading the pages aloud together. Then we will be sure we understand what the boy and girl are doing. Read the pages aloud together and briefly discuss how this clarifies or confirms students' understanding.*
- **Apply** Invite each student to turn to a tricky page. Then ask students to tell a partner about the page. Afterward, they should read the page aloud to make sure they understand it. Observe students as they read aloud to clarify, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the monitor-reading strategy. Then **say:** *You can read aloud any time you need to. Remember to read aloud to help you understand.*

## Answer Text-Dependent Questions

- **Explain** Remind students they can answer questions about books they have read. **Say:** *We answer different kinds of questions in different ways. I will help you learn how to answer each kind. Tell students today they will practice answering Prove It! questions. Say: The answer to a Prove It! question is not stated in the book. You have to look for clues and evidence to prove the answer.*
- **Model** Use the first *Prove It!* question on the question card. **Say:** *I will read the question to figure out what to do: Look on page 15. How many toy cars do the children have now? This question asks me to interpret information. I know because I read the words **How many**. What other words in the question help me? (Allow student responses.) Yes, I need to look on **page 15**. I need to look at the **toy cars** in the photograph. Model looking at page 15. **Say:** *Four toy cars are marked with an X. Four toy cars have no X. The children have four toy cars now. The evidence in the photograph supports my answer. The answer makes sense.**
- **Guide** Ask students to answer the other questions on the question card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

# Build Comprehension: Make Inferences

• **Explain** Create an overhead transparency of the “We Subtract” graphic organizer on page 12 or draw it on the board. **Say:** *An author can’t give us every bit of information in a book. We figure out some things on our own. We use the author’s words and illustrations for clues. Figuring something out using one or two clues is **making an inference**.*

• **Model Say:** *Let’s make an inference about We Subtract. Model looking through the book, and then **say:** On each spread we read that the children give something away. We see in all the photographs that the children look happy. Write **give many things away** and **look happy** in the first Clues box on the graphic organizer. **Say:** Now we will use the clues to make an inference. We can infer that the children like to share. Write **like to share** in the first Inference box.*

• **Guide Say:** *Now let’s make another inference about the children. What do the children like to do on pages 6–7 and 8–9? (Allow time for students to respond, assisting if needed.) Yes, the children like to pick flowers and apples. Write **like to pick flowers** and **like to pick apples** in the second Clues box on the graphic organizer. Then **ask:** What can we figure out from these clues? (Again allow time for students to respond.) Yes, we can infer that the children enjoy being outdoors. Write **enjoy being outdoors** in the second Inference box.*

• **Apply** Ask students to work with a partner to make inferences throughout the rest of the book. Remind them to use words and photographs to figure out things the author doesn’t say. After each partnership shares, record their ideas on the graphic organizer. Finally, read the completed graphic organizer aloud and invite students to echo-read.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**We Subtract**

Clues	Inference
<ul style="list-style-type: none"> <li>• give many things away</li> <li>• look happy</li> </ul>	like to share
<ul style="list-style-type: none"> <li>• like to pick flowers</li> <li>• like to pick apples</li> </ul>	enjoy being outdoors
<ul style="list-style-type: none"> <li>• have many kittens</li> <li>• have many puppies</li> </ul>	love animals
<ul style="list-style-type: none"> <li>• have toy cars</li> <li>• give toy cars away</li> </ul>	want to play toy cars with a friend

WE SUBTRACT ©2007 Benchmark Education Company, LLC

## Home Connection

- Give students the take-home version of *We Subtract* to read to family members. Encourage students to work with a friend or family member to make a list of things they could share with others. Invite them to bring their lists to share with the group.

## Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Act out something from the book with a partner.
- Tell about another book you have seen about subtraction.
- Tell about your favorite photograph in the book.
- Draw a new subtraction picture for one of the photographs.
- Write a question you would like to ask the children in the book.
- Write what you thought was most important in the book.

## Write to a Picture Prompt

- **Write a Personal Narrative** Tell students they will talk about a picture from the book. Then they will write about the picture. Ask them to turn to page 12. **Say:** *I can use this picture to tell about something that happened to me. I had a dog. My dog had puppies. I had to give some of the puppies away. Now I will write my idea.* Model writing your sentences on the board. Ask students to tell a partner about something they have experienced that goes with one of the pictures. Allow time for students to share their narratives, providing assistance as needed. Then **say:** *You used a picture to tell about an experience. Now write your idea. After you are finished, read your writing to a partner.*

## Phonemic Awareness: Initial and final /n/

- Tell students you will read a question from *We Subtract*. Ask them to listen for a word that begins with the /n/ sound: *How many cookies do they have now?* (page 5) Once students call out **now**, tell them you will read a sentence from the book. This time, ask them to listen for words that end with the /n/ sound: *The children pick ten flowers* (page 6). Reread the sentence if needed so students can identify the words **children** and **ten**.
- **Say:** *I will name some things the children in the book might give away. Some begin with the /n/ sound and some do not. Listen carefully. Touch your nose if you hear a word that begins with /n/:* **nuts, notebooks, cards, pennies, newspapers, cupcakes.**



- **Say:** *Now I will name some things the children's friends might give them. Some end with the **lnl** sound and some do not. Nod your head if you hear a word that ends with **lnl**: **pen, carrot, apron, balloon, marker, flag, button, book.***

## Phonics Initial and final “n”

- Write the letter “**n**” on the board. Tell students that they will go on a letter “**n**” hunt in *We Subtract*. Ask them to locate the words that begin or end with “**n**” on pages 4–15.
- Ask students to brainstorm words beginning with **lnl**. Make a list on the board. Then ask them to brainstorm words ending with **lnl**. Write these in a new list. Read each word, inviting students to echo-read.
- **Say:** *I will choose one of the words on the board. I will give you a clue about the word. You can use my clue to figure out which word I chose. Then I will circle the “**n**” in the correct word. Model the process using one of the words, such as *I use this to cook soup.* (pan) Invite each student to choose one of the words, offer a clue about it, and circle the “**n**” once group members have correctly guessed.*

## Vocabulary

- **Tier Two Vocabulary** Pronounce the word **portion** and ask students to repeat it. **Say:** *A **portion** is a part of something. The children in the book gave a **portion** of their objects and animals away. The children kept a **portion** of the objects and animals for themselves. Discuss other things that can come in **portions**, such as a serving of food or a section of a bench. Then model example sentences, such as*

*I read a **portion** of the newspaper before school. I will read the other **portion** when I get home. Invite students to share their own sentences, providing assistance as needed. **Ask:** What word have we been talking about? Yes—**portion**. Let's try to use the word **portion** many times today. We can use the word at school and at home.*

- **Tier Three Vocabulary** Review the book with students and write the phrase **give away** on the board. Then record the words **cookies, flowers, apples, kittens, puppies, and toy cars** on index cards. Invite student partners to choose a card, draw a subtraction picture to go with it, and then share an oral sentence using the word and the phrase **give away**. For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

## Grammar and Language Development

### Pronoun **they**

- **Model** Explain that authors sometimes use the word **they** to talk about two or more people already mentioned in the book. Ask students to read pages 6 and 7 with you: *The children like to pick flowers. The children pick ten flowers. They give away five flowers. How many flowers do they have now?* **Say:** *First the author mentions the children. Then the author uses the word **they** to talk about the children. I can use the word **they**, too. Model using the word **they** in sentences about students. Point to the appropriate students as you say the word **they**.*

**Matt and Sarah** sit next to one another. **They** sit next to one another. **Alex and Yasmen** work together. **They** work together. **Sol and Maria** like to read. **They** like to read.

- **Guide** Write the following sentences on the board: *Tom and Rosa make soup. They eat the soup for lunch.* Read the sentences aloud and ask students to echo-read. **Ask:** *Who makes soup? Who eats the soup?* Then write: *Bo and Lia go to the park. Bo and Lia play on the swings.* **Ask:** *Who goes to the park? What word could we use in place of Bo and Lia in the second sentence?* Replace *Bo and Lia* with the word **they** in the second sentence, and then invite students to reread both sentences.
- **Apply** Invite student partners to draw a picture of two or more people. Then ask them to make up sentences about the people using the word **they**. Encourage students to point to the people in their drawing as they share their sentences.

## Fluency: Read Question Marks

- **Say:** *Sometimes authors ask questions. We recognize a question by the question mark at the end. Our voices sound different when we ask something. Our voices move to a higher pitch at the end of the question.*
- Ask students to turn to page 7. First, read the author's question in a flat voice. Hold your hand level while you read it. Discuss how this makes the question sound. Then read the question again, moving your hand upward at the end as you move your voice to a higher pitch. Ask students to echo-read and move their hands along with yours.
- Ask students to turn to page 11. Choral-read the page with them, moving to a higher pitch at the end of the question.
- Invite students to take turns rereading *We Subtract* with a partner. Remind them to move their voices to a higher pitch at the end of each question.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Vocabulary

**Read each sentence. Circle the correct word.  
Reread to check.**

1. The children made \_\_\_\_\_ cookies.  
(nine, twelve)
2. The children gave away \_\_\_\_\_ cookies.  
(eight, four)
3. The children picked \_\_\_\_\_ flowers.  
(five, ten)
4. The children gave away \_\_\_\_\_ flowers.  
(four, five)
5. The children picked fifteen \_\_\_\_\_.  
(flowers, apples)
6. The children gave six \_\_\_\_\_ away.  
(puppies, kittens)
7. The children gave away \_\_\_\_\_ puppies.  
(five, nine)
8. The children had eight \_\_\_\_\_.  
(toy cars, apples)

# We Subtract

Clues	Inference