**LESSON OBJECTIVE**
The focus learner will follow teacher prompts and modeling to demonstrate the process of ungrouping tens in 3/3 double digit subtraction problems using manipulatives

<table>
<thead>
<tr>
<th>Target</th>
<th>The learner will use manipulatives to break apart groups of tens and demonstrate a strategy for solving double-digit subtraction problems.</th>
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</thead>
</table>
| Standard | CCSS.MATH.CONTENT.2.NBT.B.7  
Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. |
| IEP Goal/Benchmark | When given two digit addition and subtraction problems that involve regrouping, focal learner will solve the problems accurately, improving math computational skills from 0% accuracy to 70% accuracy as measured by curriculum based materials, weekly teacher data, and monthly teacher assessments. |
| Lesson segment overview | In this lesson the focus leaner will build on his prior knowledge of counting strategies and addition regrouping strategies to ungroup tens and find the difference in subtraction problems. |
| Learning tasks & Instructional Strategies | -Teacher introduces the learning target to focal learner and gives a brief outline of the task sequence for the lesson. Teacher will discuss with learner how today’s lesson will build on his knowledge of counting strategies to help him solve subtraction problems that require regrouping.  
-Teacher reminds student of behavioral expectations, referring to behavior monitoring chart  

**Task 1:** Can you build it, can I have some.

Can you build it/can I have some:
Teacher starts the task by giving the focus learner the number building graphic organizer sheet and placing a bag of unifix cubes on the table. Both teacher and student have the same materials for this activity, the teacher will model actions and verbally prompt, while focus learner attends and follows prompts. Teacher writes a number in the teens on a whiteboard and asks student to say the number. Have focus learner place number cut outs showing the correct number in the “my number is” box on the graphic organizer. Teacher models this action and prompts student to do likewise. Next, teacher models and prompts student to build the teens number out of unifix cubes, connecting groups of ten together to simulate a number in the tens place, and collecting unconnected cubes to simulate numbers in the ones place. The teacher models and prompts the student to place the group of tens in the tens column and the ones cubes in the ones column on the graphic organizer. Teacher emphasizes that when a number has ten cubes, they get combined into a group and put in the tens place. Next, the teacher places a number card on both graphic organizers in the “can I have some” circle. Teacher will prompt student, “focus learner, can you give me X number (X=the number on the card) of cubes?” For the first trial teacher will ask student for an amount that does not require them to break apart their ten stick. In subsequent trials teacher will ask student for amounts that require the ten sticks to be broken down into ones cubes. Teacher will model and prompt learner to use a counting strategy to find the correct number of cubes and give them to the teacher.
Teacher will then put the cubes into the “can I have some” circle of the graphic organizer on both their own and the student’s sheet. When appropriate, teacher will emphasize that there aren’t enough ones cubes, but more can be made by breaking a tens stick down into ones. Repeat this process at least 2-3 times, until focal learner is comfortable building and breaking apart 10’s sticks.

**Task 2:** Subtraction problem total task chain and sentence stems

Teacher will explain to student that we use a problem solving strategy to solve addition problems that need regrouping. We do the same thing with subtraction facts that require regrouping. Here is that strategy:

**Solving Sequence:**
1. Say it, write it, and build it.
2. Do I have enough?
3. Get some more or skip to step four.
4. Subtract ones.
5. Subtract tens.

Teacher gives learner the subtraction graphic organizer. Review the problems solving steps chorally with focus learner one or two times until established, these are printed in the bottom right area of the graphic organizer. Teacher will use the graphic organizer as they model (physically and with manipulatives) and verbalize through the steps.

**Sentence Stems:**
1. First I . . .
2. Now I decide . . .
3. I need to . . .
4. First I subtract . . .
5. Last I subtract . . .

The sentence stems (also printed on the graphic organizer) correspond with the steps in the solving sequence, First I - say it, write it, and build it; now I decide - do I have enough? Etc. Chorally recite with student the sentence stems followed by the corresponding steps in the solving sequence. Model through a problem one or two times using manipulative and the graphic organizer, self-prompting with sentence stems and strategy steps, until the student recitation of stems and steps are established.

**Task 3:**

Instruct focal learner that we (student and teacher) are going to pretend to be actors in a movie about playing with legos. Act out a story problem as follows: Once upon a time in a city far far away there was a boy and his little brother playing with legos. The older boy had a bag with 13 Legos in it. While they were playing the older boy’s little brother came crying to him and asked if he could have seven more Legos to finish building his project. The older brother said, “Here you go!” and gave his little brother seven legos that were just the right size. How many legos did the older brother have left in his bag?

Have the focal learner sit on the floor next to the teacher and pretend to be the older brother. Teacher gives the learner a bag with 13 Legos (organized into groups of tens and ones), and then pretends to be the younger brother. Teacher asks the student for seven legos, prompts learner to use a counting strategy, and observe how learner responds. Teacher now models and prompts learner to mirror the teacher’s actions and verbalizations through each of the five sentence stems and corresponding task chain steps. Sequence as follows: Model and prompt learner to say the problem 13-7=. Teacher and student write the problem in the top right hand corner of the graphic organizer, build the minuend out of unifix cubes, and put cubes into the appropriate columns. Use number cards to act as the subtrahend digits, model and prompt learner...
through steps two and three to decide if there are enough ones or if regrouping is needed. Regroup if needed, then subtract the ones first, then the tens columns. Teacher and student count and say the difference, then write the difference in the upper right hand corner of the graphic organizer.

Repeat this process several times choosing different number that will require the student to break apart his lego 10’s sticks.

**Task 4:** Guided practice/data collection point

Together, teacher and student complete 3 subtraction problems with regrouping using the graphic organizer. Teacher models and prompts learner through each of the five sentence stems and corresponding task chain steps, physically modeling and verbally expressing thinking for 3 subtraction problems with regrouping. Write the problems on a whiteboard and show it to the learner. Steps: teacher and learner say each problem aloud. Teacher and students write the problem in the top right hand corner of the graphic organizer, build the minuend out of unifix cubes, and put cubes into the appropriate columns. Teacher and student use number cards to act as the subtrahend digits. Teacher models and prompts learner through steps two and three to decide if there are enough ones or if regrouping is needed. Teacher and student regroup if needed, and then subtract the ones first, then the tens columns. Teacher and student count and say the difference, then write the difference in the upper right hand corner of the graphic organizer.

| Planned support(s) | • Explicit instruction  
|                    | • Total task chaining  
|                    | • Task Analysis  
|                    | • Modeling  
|                    | • Manipulatives  
|                    | • Graphic organizer  
|                    | • Guided practice  
|                    | • Scaffolding  
|                    | • Prompting  
|                    | • Pacing  
|                    | • Gradual release  
|                    | • Immediate reinforcement |

| Communication Skill | The focus learner will use sentence stems to develop his ability to explain the steps of his problem solving strategy by prompting himself through the task chain steps in order to achieve lesson objective and learning target. |

| Communication Skill Supports | • Verbalized modeling  
|                              | • Guided practice  
|                              | • Prompting  
|                              | • Graphic organizer  
|                              | • Sentence stems  
|                              | • Gradual release |

Throughout tasks 2, 3, and 4 the focus learner, each time he applies the subtraction problem solving strategy, will hear his teacher orally modeling their thinking for each task. At each step teacher will prompt student to use correct sentence stem followed by the corresponding task chain phrase to explain their actions. In the bottom right hand corner of the subtraction problem graphic organizer, the focus learner will see printed sentence stems and task phrases for both reference and prompting.

| Assessment | **Baseline Data**  
|            | Base line assessments and teacher observations indicate:  
|            | • 100% accuracy solving double digit addition problems that require regrouping and produce sums less than 100.  
|            | • 100% accuracy solving double digit subtraction problems that do not require regrouping using numbers less than 100. |
- 0% accuracy solving double-digit subtraction problems that require regrouping using numbers less than 100.
- 0% use of a strategy to solve subtraction problems requiring regrouping.

Analysis of baseline data indicated focus learner’s need of specialized instruction to develop the skill of double digit subtraction with regrouping.

**Formative Assessments**
Focus learner will be formatively assessed on his ability to perform and explain each step of the subtraction task chain and corresponding sentence stem. Assessments will take the form of observations and student self-reflections.

**Performance and communication skill formative assessment**
1) Say it, write it, and build it. 1) First I . . .
2) Do I have enough? 2) Now I decide . . .
3) Get some more or skip to step four. 3) I need to . . .
4) Subtract ones. 4) First, I subtract . . .
5) Subtract tens. 5) Last, I subtract . . .

Formative assessment feedback will be used to check for understanding, reinforce learner, verify performance, and measure progress towards lesson objectives.

**Closure:**
Data Collection & Learner Reflection

Every day during the final task of each lesson my focus learner will be assessed to measure progress towards that lesson’s goal. The learner will complete 3 problems, and the teacher will collect data detailing the outcome (either + or -) of each of the five steps of the task chain. Teacher will also use a golf clicker to track the number of verbal or gestural prompts necessary to facilitate the focus learner’s completion of each of the 5 steps of the task chain. On a printed data sheet, teacher will give student 0-3 stars corresponding to the number of successful trials achieved on each of the 5 steps of the task chain.

Each day after the final task, as he reflects his learning, the student will place star stickers on a printed data collection chart to measure his progress towards achieving success in each of the 5 steps of the task chain and the goal of that day’s lesson. While reflecting, the learner will also place a sticker on the step of the task chain he feels most confident in performing, and a question mark sticker on the step he feels he needs to work on most.

**Plan for Independence**

**Independence:** In order to facilitate independence over these three lessons the teacher will implement a strategy of gradual release and prompt fading. As my student learns the sequence of the task chain, teacher will first reduce the intensity of prompts by favoring gestural and picture prompts over verbal and modeling prompts. Second the teacher will decrease the number/frequency of prompts given as the learner begins to demonstrate independence.

**Generalization:** In order to facilitate the generalization of skills learned, teacher will tape a visual that details both the sentence stems and the subtraction problem solving sequence to the focus learner’s desk in his general education class. Teacher will also collaborate with focus learner’s general education teacher to facilitate the use of the subtraction graphic organizer for student to use during general education class time.

**Materials & Resources**
- Graphic organizer: a paper with the schematics of a subtraction problem, sentence stems and subtraction task chain, and an area to write/model written standard algorithms. The graphic organizer will have circles in the minuend areas for student to place unifix cubes, and squares in the subtrahend for the student to place number cards. Standard algorithm writing space will be in the upper left corner of the sheet, and the sentence stems/task chain will be printed in the lower right area of the page. I will use a “number building graphic organizer” in task 1, and the subtraction graphic organizer detailed above through all remaining tasks.
- Number cards
- Unifix cubes
- Whiteboard and pens
- Visual for general education desk
**LEsson**

**Objective**
The focus learner will use manipulatives to accurately demonstrate ungrouping and a problem solving strategy in 1/3 double-digit subtraction problems, with no more than 10 teacher prompts per problem.

**Target**
The learner will use manipulatives to break apart groups of tens and demonstrate a strategy for solving double-digit subtraction problems.

**Standard**
CCSS.MATH.CONTENT.2.NBT.B.7
Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

**IEP Goal/Benchmark**
When given two digit addition and subtraction problems that involve regrouping, focal learner will solve the problems accurately, improving math computational skills from 0% accuracy to 70% accuracy as measured by curriculum based materials, weekly teacher data, and monthly teacher assessments.

**Lesson Segment Overview**
In this lesson the learner will build on his knowledge of greater than, less than, or equal to in order to solve subtraction problems that require regrouping.

**Learning Tasks & Instructional Strategies**
- Teacher introduces the learning target to focal learner and gives a brief outline of the task sequence for the lesson. Teacher will discuss with learner how today's lesson will build on his knowledge of greater than, less than, or equal to in order to help him solve subtraction problems that require regrouping.
- Teacher reminds student of behavioral expectations, referring to behavior monitoring chart.

**Task 2: Subtraction problem total task chain and sentence stems**
Teacher will explain to student that we use a problem solving strategy to solve addition problems that need regrouping. We do the same thing with subtraction facts that require regrouping. Here is that strategy:

**Solving Sequence:**
- 6) Say it, write it, and build it.
- 7) Do I have enough?
- 8) Get some more or skip to step four.
- 9) Subtract ones.
- 10) Subtract tens.

Teacher gives learner the subtraction graphic organizer. Review the problems solving steps chorally with focus learner one or two times until established, these are printed in the bottom right area of the graphic organizer. Teacher will use the graphic organizer as they model (physically and with manipulatives) and verbalize through the steps.

**Sentence Stems:**
- 6) First I . . .
- 7) Now I decide . . .
- 8) I need to . . .
- 9) First I subtract . . .
- 10) Last I subtract . . .

The sentence stems (also printed on the graphic organizer) correspond with the steps in the solving sequence, First I - say it, write it, and build it; now I decide - do I have . . .
enough? Etc. Chorally recite with student the sentence stems followed by the corresponding steps in the solving sequence. Model through a problem one or two times using manipulative and the graphic organizer, self-prompting with sentence stems and strategy steps, until the student recitation of stems and steps are established.

**Task 2: Is the top one bigger or smaller?**

Teacher and student begin the lesson standing in front of the whiteboard together where teacher has written a number line with numbers 1-9 and three greater than, less than, or equal to problems. Teacher prompts the focus learner to solve each problem, and directs the learner’s attention to the number line. Teacher will model and prompt student through its use as needed. The teacher will emphasize that when comparing two numbers the one farthest to the right hand side is the biggest one. Teacher will model and prompt the focus learner to point to the right with their right index finger. Teacher will prompt student to orally recite, “the big number is on this side.” Teacher and student will then use this sequence with their left arm to reinforce, “the small number is on this side.” Next, the teacher will write a subtraction problem on the whiteboard. The teacher will prompt the focus learner to point to the one’s column, then point to the top number. The teacher will prompt the learner to decide if the top number of the ones column is bigger or smaller in comparison to the bottom number of the column. Teacher will model spreading arms wide to model the concept of bigger and make a pinching gesture with their thumb and index finger to model the concept of smaller. Teacher and student will then rehearse orally either, “I have enough on top, I can subtract”, or “I don’t have enough, I need to break apart a ten’s stick to get more.” Teacher will prompt the student to put a check mark above the one’s column if the problem does not require regrouping, if the problem does need regrouping, teacher will prompt student to put a star above the one’s column. Next teacher will give the focus learner the subtraction graphic organizer and unifix cubes, then prompt the student through the task chain and sentence stems to solve the problems marked with stars. Teacher will emphasize steps two and three of the task chain with the phrase, “I don’t have enough, I need to break apart a ten’s stick to get more.” Teacher and student repeat this process several times until focus learner is performing task chain steps two and three with more confidence.

**Task 3: bags and bags of legos**

During this task teacher and student will act out a scene in which the teacher is a customer in the focus learner’s lego store. The student will play the role of a master lego builder who has a specific method for storing his inventory (legos combined into groups of ten in a bag, with leftover single legos stored in a separate bag). When a customer comes into the master builder’s shop wanting to buy legos, he first sells his single legos then breaks apart his legos grouped into ten’s if he needs more. The master builder stores his legos on a graphic organizer in the minuend area (the subtraction graphic organizer), when a customer comes into the store they place a number card on the graphic organizer in the subtrahend area to represent how many legos they would like to buy. Teacher, pretending to be a different customer each time, prompts student through several repetitions of this scene. Teacher will emphasize steps two and three of the task chain and sentence stems, facilitating focus learner’s practice making the decision to regroup and going to the ten’s column to get more one’s cubes. In one or two problems the teacher will challenge the focus learner by using coins instead of a number card in the subtrahend area of the graphic organizer to initiate a subtraction problem requiring regrouping. Each Lego is worth one cent.

**Task 4: Guided practice/data collection point**
Teacher guides student through the completion of 3 subtraction problems with regrouping using the graphic organizer. Teacher prompts learner through each of the five sentence stems and corresponding task chain steps using verbal and gestural prompts. Write the problems on a whiteboard and show it to the learner. Steps: teacher prompts learner to say each problem aloud. Teacher prompts student to write the problem in the top right hand corner of the graphic organizer, build the minuend out of unifix cubes, and put cubes into the appropriate columns. Teacher prompts student to use number cards to act as subtrahend digits. Teacher prompts learner through steps two and three to decide if there are enough ones or if regrouping is needed. Teacher prompts student to regroup if needed, then subtract the ones first followed by the tens columns. Teacher prompts student to count and say the difference, then write the difference in the upper right hand corner of the graphic organizer.

**Planned support(s)**
- Explicit instruction
- Total task chaining
- Task Analysis
- Modeling
- Manipulatives
- Graphic organizer
- Visuals
- Guided practice
- Scaffolding
- Prompting
- Pacing
- Gradual release

**Communication Skill**
The focus learner will use sentence stems to develop his ability to explain the steps of his problem solving strategy by prompting himself through the task chain in order to achieve lesson objective and learning target.

**Communication Skill Supports**
- Verbalized modeling
- Guided practice
- Prompting
- Graphic organizer
- Sentence stems
- Gradual release

Throughout tasks 2, 3, and 4 the focus learner, each time he applies the subtraction problem solving strategy, will hear his teacher orally modeling their thinking for each task. At each step teacher will prompt student to use correct sentence stem followed by the corresponding task chain phrase to explain their actions. In the bottom right hand corner of the subtraction problem graphic organizer, the focus learner will see printed sentence stems and task phrases for both reference and prompting.

**Baseline Data**
Base line assessments and teacher observations indicate:
- 100% accuracy solving double digit addition problems that require regrouping and produce sums less than 100.
- 100% accuracy solving double digit subtraction problems that do not require regrouping using numbers less than 100.
- 0% accuracy solving double-digit subtraction problems that require regrouping using numbers less than 100.

Analysis of baseline data indicated focus learner’s need of specialized instruction to develop the skill of double digit subtraction with regrouping.

**Formative Assessments**
Focus learner will be formatively assessed on his ability to perform and explain each step of the subtraction task chain. Assessments will take the form of teacher prompts, observations, and student self-reflections.
Performance and communication skill formative assessment

6) Say it, write it, and build it.  1) First I . . .
7) Do I have enough?    2) Now I decide . . .
8) Get some more or skip to step four.  3) I need to . . .
9) Subtract ones.     4) First, I subtract . . .
10) Subtract tens.      5) Last, I subtract . . .

Formative assessment feedback will be used to check for understanding, reinforce learner, verify performance, and measure progress towards lesson objectives.

Closure:
Data Collection & Learner Reflection

Every day during the final task of each lesson my focus learner will be assessed to measure progress towards that lesson’s goal. The learner will complete 3 problems, and the teacher will collect data detailing the outcome (either + or -) of each of the five steps of the task chain. Teacher will also use a golf clicker to track the number of verbal or gestural prompts necessary to facilitate the focus learner’s completion of each of the 5 steps of the task chain. On a printed data sheet, teacher will give student 0-3 stars corresponding to the number of successful trials achieved on each of the 5 steps of the task chain.

Each day after the final task, as he reflects his learning, the student will place star stickers on a printed data collection chart to measure his progress towards achieving success in each of the 5 steps of the task chain and the goal of that days lesson.

While reflecting, the learner will also place a sticker on the step of the task chain he feels most confident in performing, and a question mark sticker on the step he feels he needs to work on most.

Plan for Independence

Independence: In order to facilitate independence over these three lessons the teacher will implement a strategy of gradual release and prompt fading. As my student learns the sequence of the task chain, teacher will first reduce the intensity of prompts by favoring gestural and picture prompts over verbal and modeling prompts. Second the teacher will decrease the number/frequency of prompts given as the learner begins to demonstrate independence.

Generalization: In order to facilitate the generalization of skills learned, teacher will tape a visual that details both the sentence stems and the subtraction problem solving sequence to the focus learner’s desk in his general education class. Teacher will also collaborate with focus learner’s general education teacher to facilitate the use of the subtraction graphic organizer for student to use during general education class time.

Materials & Resources

- Graphic organizer: a paper with the schematics of a subtraction problem, sentence stems and subtraction task chain, and an area to write/model written standard algorithms. The graphic organizer will have circles in the minuend areas for student to place unifix cubes, and squares in the subtrahend for the student to place number cards. Standard algorithm writing space will be in the upper left corner of the sheet, and the sentence stems/task chain will be printed in the lower right area of the page. I will use a “number building graphic organizer” in task 1, and the subtraction graphic organizer detailed above through all remaining tasks.
- Number cards
- Unifix cubes
- Number line
- Whiteboard and pens
- Visual for general education desk
- Visuals
**LEsson Objective**
The focus learner will use manipulatives to accurately demonstrate ungrouping and a problem solving strategy in 2/3 double-digit subtraction problems, with no more than 5 teacher prompts per problem.

**Target**
The learner will use manipulatives to break apart groups of tens and demonstrate a strategy for solving double-digit subtraction problems.

**Standard**
CCSS.MATH.CONTENT.2.NBT.B.7
Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

**IEP Goal/Benchmark**
When given two digit addition and subtraction problems that involve regrouping, focal learner will solve the problems accurately, improving math computational skills from 0% accuracy to 70% accuracy as measured by curriculum based materials, weekly teacher data, and monthly teacher assessments.

**Lesson Segment Overview**
In this lesson the focus learner will build on his prior knowledge of place value to ungroup 10’s and find the difference in subtraction problems.

**Learning Tasks & Instructional Strategies**
- Teacher introduces the learning target to focal learner and gives a brief outline of the task sequence for the lesson. Teacher will discuss with learner how today’s lesson will build on his knowledge of counting strategies to help him solve subtraction problems that require regrouping.
- Teacher reminds student of behavioral expectations, referring to behavior monitoring chart

**Task 1:** Subtraction problem total task chain and sentence stems
Teacher will explain to student that we use a problem solving strategy to solve addition problems that need regrouping. We do the same thing with subtraction facts that require regrouping. Here is that strategy:

**Solving Sequence:**
11) Say it, write it, and build it.
12) Do I have enough?
13) Get some more or skip to step four.
14) Subtract ones.
15) Subtract tens.

Teacher gives learner the subtraction graphic organizer. Review the problems solving steps chorally with focus learner one or two times until established, these are printed in the bottom right area of the graphic organizer. Teacher will use the graphic organizer as they model (physically and with manipulatives) and verbalize through the steps.

**Sentence Stems:**
11) First I . . .
12) Now I decide . . .
13) I need to . . .
14) First I subtract . . .
15) Last I subtract . . .

The sentence stems (also printed on the graphic organizer) correspond with the steps in the solving sequence, First I - say it, write it, and build it; now I decide - do I have enough? Etc. Chorally recite with student the sentence stems followed by the
corresponding steps in the solving sequence. Model through a problem one or two times using manipulative and the graphic organizer, self-prompting with sentence stems and strategy steps, until the student recitation of stems and steps are established.

Task 2: School is out, place value
Teacher begins with a drawing of a school on the whiteboard, drawn in such a way that it can be used as a graphic organizer to visually demonstrate the concept of place value. The teacher will write a subtraction problem next to the school on the board. Teacher and student will orally recite the subtraction problem. Then using the context of a school during dismissal student and teacher will discuss place value, which column to subtract first, which column to subtract second, how numbers stay in their column (after regrouping), and where numbers are written in the difference. The minuend and subtrahend are composed of older students (representing the ten’s) who attend class on the left hand side of the school’s first and second floors. Younger students (representing the one’s) have classrooms on the right hand side of the building on the first and second floors. Teacher will prompt student to write the subtraction problem on the school graphic organizer emphasizing concepts of place value; “we have a two in the ten’s column, that means we have two groups of ten, so really there are 20 students in that room.” Before the bell rings if there aren’t enough students in the second-floor younger kid’s classroom, the principal will ask 10 kids from the older grades class (on the second floor to go and join them). When the bell rings first the younger kids on the second floor come downstairs, they try to find a partner, if they find a partner they go to the busses at the front of the school, if they don’t find a partner they go to the busses that park at the back of the school (students that go the the back of the school represent the difference). When the younger kids have all loaded onto the bus, the older kids come downstairs, find partners on the first floor, partner groups go to the front, and students without partners go to the busses at the back. Using this context, teacher will prompt student to transfer the problem to the subtraction graphic organizer using unifix cubes to model the minuend and subtrahend, then prompt them through the task chain and sentence stems, emphasizing steps 4 and 5 to find the difference. Repeat 2-3 times.

Task 3: Flash card subtraction game
Using flash cards with subtraction facts that require regrouping, teacher and focus learner will play a game to see how many facts they can solve in 10 minutes. For each fact teacher will prompt student through the five sentence stems and task chain steps using manipulative in combination with graphic organizer to find the difference; we will draw on strategies and learning used in prior tasks. Teacher will praise and reinforce student for each problem solved, keeping a tally of stars on a whiteboard.

Task 4: Guided practice/data collection point
Materials: graphic organizer, unifix cubes, whiteboard and pen
Together, teacher and student complete 3 subtraction problems with regrouping using the graphic organizer. Teacher models and prompts learner through each of the five sentence stems and corresponding task chain steps, physically modeling and verbally expressing thinking for 3 subtraction problems with regrouping. Write the problems on a whiteboard and show it to the learner. Steps: teacher and learner say each problem aloud. Teacher and students write the problem in the top right hand corner of the graphic organizer, build the minuend out of unifix cubes, and put cubes into the appropriate columns. Teacher and student use number cards to act as the subtrahend digits. Teacher models and prompts learner through steps two and three to decide if there are enough ones or if regrouping is needed. Teacher and student regroup if needed, and then subtract the ones first, then the tens columns. Teacher and student count and say the difference, then write the difference in the upper right hand corner of
Planned support(s)  
- Explicit instruction  
- Total task chaining  
- Task Analysis  
- Modeling  
- Manipulatives  
- Graphic organizer  
- Visuals  
- Guided practice  
- Scaffolding  
- Prompting  
- Pacing  
- Gradual release  
- Immediate reinforcement  

Communication Skill  
The focus learner will use sentence stems to develop his ability to explain the steps of his problem solving strategy by prompting himself through the task chain in order to achieve lesson objective and learning target.

Communication Skill Supports  
- Verbalized modeling  
- Guided practice  
- Prompting  
- Graphic organizer  
- Sentence stems  
- Gradual release  

Throughout tasks 2, 3, and 4 the focus learner, each time he applies the subtraction problem solving strategy, will hear his teacher orally modeling their thinking for each task. At each step teacher will prompt student to use correct sentence stem followed by the corresponding task chain phrase to explain their actions. In the bottom right hand corner of the subtraction problem graphic organizer, the focus learner will see printed sentence stems and task phrases for both reference and prompting.

Baseline Data  
Base line assessments and teacher observations indicate:  
- 100% accuracy solving double digit addition problems that require regrouping and produce sums less than 100.  
- 100% accuracy solving double digit subtraction problems that do not require regrouping using numbers less than 100.  
- 0% accuracy solving double-digit subtraction problems that require regrouping using numbers less than 100.  

Analysis of baseline data indicated focus learner’s need of specialized instruction to develop the skill of double digit subtraction with regrouping.

Formative Assessments  
Focus learner will be formatively assessed on his ability to perform and explain each step of the subtraction task chain. Assessments will take the form of teacher prompts, observations, and student self-reflections.

Performance and communication skill formative assessment  
11) Say it, write it, and build it.  
12) Do I have enough?  
13) Get some more or skip to step four.  
14) Subtract ones.  
15) Subtract tens.  
1) First I . . .  
2) Now I decide . . .  
3) I need to . . .  
4) First, I subtract . . .  
5) Last, I subtract . . .

Formative assessment feedback will be used to check for understanding, reinforce learner, verify performance, and measure progress towards lesson objectives.

Closure:  
Every day during the final task of each lesson my focus learner will be assessed to measure progress towards that lesson’s goal. The learner will complete 3 problems,
### Learner Reflection

and the teacher will collect data detailing the outcome (either + or -) of each of the five steps of the task chain. Teacher will also use a golf clicker to track the number of verbal or gestural prompts necessary to facilitate the focus learner’s completion of each of the 5 steps of the task chain. On a printed data sheet, teacher will give student 0-3 stars corresponding to the number of successful trials achieved on each of the 5 steps of the task chain.

Each day after the final task, as he reflects his learning, the student will place star stickers on a printed data collection chart to measure his progress towards achieving success in each of the 5 steps of the task chain and the goal of that day’s lesson. While reflecting, the learner will also place a sticker on the step of the task chain he feels most confident in performing, and a question mark sticker on the step he feels he needs to work on most.

### Plan for Independence

Independence: In order to facilitate independence over these three lessons the teacher will implement a strategy of gradual release and prompt fading. As my student learns the sequence of the task chain, teacher will first reduce the intensity of prompts by favoring gestural and picture prompts over verbal and modeling prompts. Second the teacher will decrease the number/frequency of prompts given as the learner begins to demonstrate independence.

Generalization: In order to facilitate the generalization of skills learned, teacher will tape a visual that details both the sentence stems and the subtraction problem solving sequence to the focus learner’s desk in his general education class. Teacher will also collaborate with focus learner’s general education teacher to facilitate the use of the subtraction graphic organizer for student to use during general education class time.

### Materials & Resources

- Graphic organizer: a paper with the schematics of a subtraction problem, sentence stems and subtraction task chain, and an area to write/model written standard algorithms. The graphic organizer will have circles in the minuend areas for student to place unifix cubes, and squares in the subtrahend for the student to place number cards. Standard algorithm writing space will be in the upper left corner of the sheet, and the sentence stems/task chain will be printed in the lower right area of the page. I will use a “number building graphic organizer” in task 1, and the subtraction graphic organizer detailed above through all remaining tasks.
- Number cards
- Unifix cubes
- Number line
- Whiteboard and pens
- Visual for general education desk
- Visuals