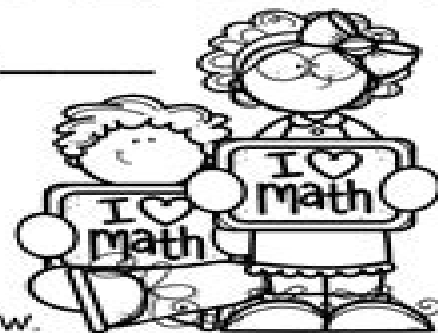


Name: \_\_\_\_\_

Score: \_\_\_\_\_

# Subtraction PRACTICE



Directions: Complete the subtraction math problems below.

$13 - 10 = \underline{\quad}$

$16 - 14 = \underline{\quad}$

$14 - 5 = \underline{\quad}$

$10 - 4 = \underline{\quad}$

$8 - 8 = \underline{\quad}$

$16 - 2 = \underline{\quad}$

$16 - 13 = \underline{\quad}$

$16 - 15 = \underline{\quad}$

$10 - 1 = \underline{\quad}$

$20 - 17 = \underline{\quad}$

$14 - 14 = \underline{\quad}$

$14 - 12 = \underline{\quad}$

$14 - 11 = \underline{\quad}$

$11 - 6 = \underline{\quad}$

$7 - 4 = \underline{\quad}$

$6 - 6 = \underline{\quad}$

$6 - 1 = \underline{\quad}$

$13 - 12 = \underline{\quad}$

$18 - 1 = \underline{\quad}$

$8 - 3 = \underline{\quad}$

$16 - 6 = \underline{\quad}$

$15 - 3 = \underline{\quad}$

$14 - 9 = \underline{\quad}$

$9 - 9 = \underline{\quad}$

# 1st Grade Math Siop Lessons

**Karen R. Harris, Lynn Meltzer**



## 1st Grade Math Siop Lessons:

**Essential Questions in Adolescent Literacy** Jill Lewis, 2009-05-04 In each chapter of this unique volume an exemplary teacher collaborates with a prominent scholar to present real world strategies for putting literacy research to work in grades 5-12. These lively dialogues tackle key questions in adolescent literacy including issues of motivation, critical thinking skills, content area writing, differentiated instruction, assessment, English language learning and technology. Suggestions for incorporating adolescents out of school literacies and working with reading specialists and coaches show how to build connections between the classroom and wider communities. In-depth portraits of challenges and successes in the classroom, practical instructional tips and stimulating questions for reflection make the book a valuable resource for inservice and preservice teachers.

**The SIOP Model for Administrators** Deborah Short, 2008 *99 Ideas and Activities for Teaching English Learners with the SIOP Model* MaryEllen Vogt, Jana Echevarría, 2008 This text is an ideal companion to *Making Content Comprehensible for English Learners: The SIOP Model*. The 99 ideas and activities include a few familiar techniques that have been shown to be especially effective for ELLs as well as many new ideas to SIOP teachers.

**The Power of Peers in the Classroom** Karen R. Harris, Lynn Meltzer, 2015-07-06 Peer support and social relationships have a tremendous influence on development, motivation and achievement for all students, including struggling learners and those with disabilities. This highly practical book is one of the few resources available to guide classroom teachers and special educators in the application of peer-assisted instructional strategies in grades K-12. Expert contributors describe evidence-based approaches for building students' skills in reading, writing, math and other content areas as well as social competence and executive functioning. Sample lessons and more than a dozen reproducible tools are provided. Purchasers get access to a Web page where they can download and print the reproducible materials.

**Higher Grounds** Patience Adjekai Sowa, PhD, Rachel Jordan, Wendi Ralaingita, Benjamin Piper, 2021-05-23 To address chronically low primary school completion rates and the disconnect between learners' skills at the end of primary school and the skills learners need to thrive in secondary school, identified in many low and middle income countries, more investment is needed to improve the quality of teaching and learning in upper primary grades. Accordingly, we provide guidelines for improving five components of upper primary education: 1. In-service teacher professional development and pre-service preparation to improve and enhance teacher quality; 2. a focus on mathematics literacy and core content area subjects; 3. assessment for learning; 4. high quality teaching and learning materials; and 5. positive school climates. We provide foundational guiding principles and recommendations for intervention design and implementation for each component. Additionally, we discuss and propose how to structure and design pre-service teacher preparation and in-service teacher training and ongoing support, fortified by materials design and assessment to help teachers determine where learners are in developmental progressions, move learners towards mastery and differentiate and support learners who have fallen behind. We provide additional suggestions for integrating a whole

school climate curriculum social emotional learning and school related gender based violence prevention strategies to address the internal and societal changes learners often face as they enter upper primary      **Teaching for Understanding**

Judith W. Segal,2006      *Teaching Secondary and Middle School Mathematics* Daniel J. Brahier,2020-04-01 Teaching Secondary and Middle School Mathematics combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations Beginning with an examination of what it means to teach and learn mathematics the reader is led through the essential components of teaching concluding with an examination of how teachers continue with professional development throughout their careers Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The sixth edition has been updated and expanded with particular emphasis on the latest technology resources and standards The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include The entire text has been reorganized so that assessment takes a more central role in planning and teaching Unit 3 of 5 now addresses the use of summative and formative assessments to inform classroom teaching practices A new feature Links and Resources has been added to each of the 13 chapters While the book includes a substantial listing of citations and resources after the chapters five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics A Quick Reference Guide has been added to the front of the book to assist the reader in identifying the most useful chapter features by topic A significant revision to Chapter 13 now includes discussions of common teaching assessments used for field experiences and licensure as well as a discussion of practical suggestions for success in methods and student teaching experiences Chapter 9 on the practical use of classroom technology has been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices An updated Instructor s Manual features a test bank sample classroom activities Powerpoint slides chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at [www.routledge.com](http://www.routledge.com) 9780367146511      *Improving Education for English Learners* ,2010      *Math Connects* MCGRAW HILL.,Macmillan,2007-07 English Language Learner s Guide provides additional support for English learners that can be used alone or along with core instruction in Math Connects Contains lesson activities modeling opportunities and multi level strategies to meet the needs of English language learners      Using Photography and

Other Arts-Based Methods With English Language Learners Tabitha Dell'Angelo, Louise Ammentorp, Lauren Madden, 2017-10-19 This book focuses on arts based classroom practices that can be used to support English Language Learners Recognizing that all children learn differently but that the needs of children learning a new language are particularly unique each chapter offers innovative in which arts based methods can support learning across content areas This book also recognizes the intersectionality of language and socio economic status that exists for many ELLs Framing knowledge of two languages as an asset for children who otherwise may come from low resource contexts is an important feature of these chapters This edited book offers resources and practical suggestions from teachers who have successfully integrated the arts into their curriculum It is a useful resource for classroom teachers and other practioners who work with ELL learners from K 12     *Teaching Children Mathematics* ,2009-08     **Math Connects** Macmillan,2007-08     *Planning & Changing* ,2016     *The Rural Educator* ,2013     **Mathematics Teaching in the Middle School** ,2007-08

**Sheltered Content Instruction** Jana Echevarria, Anne Wooding Graves, 2007 This book clearly defines sheltered instruction or Specially Designed Academic Instruction in English SDAIE and provides strategies for its successful implementation in the K 12 classroom Unlike any other book on the market this popular resource focuses on using sheltered instruction with students of varying abilities making it a unique tool for teachers Renowned authors Jana Echevarria and Anne Graves address the important overlap between sheltered instruction and special education adaptations The Third Edition of Sheltered Content Instruction captures the vitality of modern classrooms by speaking specifically to instruction in the content areas and confronting the fact that students learning English might struggle in those subjects The authors provide practical methods that demonstrate how to implement this type of instruction with a full range of learners A classic text in the field the Third Edition of Sheltered Content Instruction is comprehensively revised and updated in a new full workbook size format One important function of the Third Edition is to provide teachers with the support and direction needed to undertake the sheltered approach Specific examples of sheltered content instruction and scenarios depicting classroom interaction during this type of instruction provide models for teachers and those preparing to teach Case studies and vignettes illustrate this interaction for the reader     *Instructor* ,2007     *Teaching Learners of English in Mainstream Classrooms (K-8)* Linda New Levine, Mary Lou McCloskey, 2009 Teaching Learners of English in Mainstream Classrooms is a unique resource designed to help K 8 classroom teachers integrate language learning into the content curriculum This book helps teachers teach their grade level curriculum even though they may have English language learners in their classrooms By using the strategies provided teachers can promote content achievement for all of their students Specifically written for content teachers Linda New Levine and Mary Lou McCloskey s clear and friendly writing style emphasizes practical application of known second language learning principles The authors offer classroom teachers practical strategies and tools to integrate content and language learning accelerating the academic achievement of their students Techniques for

developing reading writing and speaking skills in the content areas are also emphasized  
*Mathematical Reviews* ,2005

Middle School Journal ,2006

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