

Grade 2	Lesson: 9-1 Regrouping 1 Ten for 10 Ones	Reference to English
<b>Math Standard(s): 2.NBT.5 (also 2.NBT.9)</b>		<b>Domain: Number and Operations in Base Ten</b>
<b>Content Objective(s):</b>	<b>Language Objective(s):</b>	
Students will regroup 1 ten as 10 ones when subtracting. <i>I can regroup 1 ten as 10 ones when subtracting.</i>	Students will ask and answer questions about the order of subtracting and regrouping. <i>I can ask questions and answer questions when subtracting.</i>	
<b>Essential Understanding:</b> 1 ten can be regrouped for 10 ones.	<b>Required Academic Vocabulary for Word Wall:</b> <b>Listen:</b> <b>Read:</b> <b>Write:</b> <b>Speak:</b> <b>Sentence Frame:</b> Do we _____? How many _____?	
<b>Materials:</b> <ul style="list-style-type: none"><li>Place-value Mat A (Teaching Tool B)</li><li>Connecting Cubes (or Teaching Tool 1)</li><li>Whiteboards, erasers, and markers.</li><li>Regrouping 1 Ten for 10 Ones Page (page 257)</li><li>Guided Practice (page 256)</li></ul>	<b>Additional Lesson Vocabulary:</b> Snails, garden	
<b>Lesson:</b>		<b>Instructional Time: 30 minutes</b>
<p><b>Opening: (3 minutes)</b>  <b>T: "You have learned that, when adding, you sometimes have to regroup 10 ones to make 1 ten. Let's do an addition problem together. I will write it on the board."</b>  <ul style="list-style-type: none"><li>Teacher will write <math>14 + 16</math> on the board in a vertical addition frame.</li><li>Have connecting cubes ready to make regrouping visual.</li></ul> <b>T: "The problem is 14 plus 16. Raise your hand, do I add the ones or the tens first?"</b>  <i>S: will raise their hands and say, "add the ones first."</i>  <b>T: "Yes, we add the ones first. Tell your neighbor what 4 plus 6 equals."</b>  <i>S: will turn to their neighbor and say, "4 plus 6 equals 10."</i>  <b>T: "Thumbs up if we need to regroup, thumbs down if we do not need to regroup."</b>  <i>S: will show thumbs up.</i>  <b>T: "Yes, we need to regroup. I will write the 0 in the ones place and the one in the box above the tens place."</b>  <b>T: "First we added the ones place, now let's add the tens place. Tell your neighbor the answer."</b>  <i>S: will turn to their neighbor, "1 plus 1 plus 1 equals 3."</i>  <b>T: "Show me with your fingers what 1 plus 1 plus 1 equals."</b>  <i>S: will show 3 with their fingers.</i>  <b>T: "Good job! 14 plus 16 equals 30. Today, you will learn that, when subtracting, you sometimes need to do the opposite-regroup 1 ten as 10 ones.</b></p> <p><b>Introduction to New Material (Direct Instruction): (5 minutes)</b>  <ul style="list-style-type: none"><li>Write <math>23 - 6 = \underline{\quad}</math> on the board.</li><li>Use connecting cubes to demonstrate subtraction.</li></ul> <b>T: "Look at the problem on the board. <math>23 - 6 + \underline{\quad}</math>? Let's subtract the ones first. 3 take away 6. (use the connecting cubes to show 3 and try to take 6 cubes from the 3) Can you subtract 6 from 3? Thumbs up or down."</b>  <i>S: will show thumbs down.</i>  <b>T: "You are right, we cannot take 6 cubes away from 3 cubes. What should we do? I have an idea. I can regroup. There are 2 tens in 23. I am going to take one of the tens and break it up. I will put it with the ones. That is regrouping. I now have 13 loose cubes. Count with me. 1,2,3,4,5,6,7,8,9,10,11,12,13."</b>  <i>S: will count the loose cubes with the teacher.</i>  <b>T: "Can we take 6 cubes away from 13? Tell your neighbor."</b>  <i>S: will tell their neighbor, "yes, 13 take away 6 equals 7."</i>  <b>T: "Show me with your fingers what <math>13 - 6 = \underline{\quad}</math>."</b>  <i>S: will show 7 with their fingers.</i>  <b>T: "Yes, 13 take away 6 equals 7. So, I have 7 loose cubes or ones. I will write that in the ones place."</b>  <ul style="list-style-type: none"><li>Teacher will write 7 in the ones place in the subtraction frame.</li></ul> <b>T: "How many groups of ten do I have left?"</b></p>		

S: *will respond, "1."*

T: **"Yes, I will write 1 in the tens place. Please tell your neighbor the subtraction sentence."**

S: *will tell your neighbor, "23 - 6 = 17."*

### **Guided Practice: (12 minutes)**

*Use the modeling cycle:*

Teacher Does:

T: **"We just did one subtraction problem together. We had to regroup. Now, I want you to work with a partner and subtract 2 problems. We will do a couple more together before you do it on your own."**

1 Student Does with Teacher:

T: **"I need a helper."**

- Teacher will pick a student.

T: **"I will write another problem on the board. I will ask you questions and will answer them as well as solve the problem."**

- Teacher will write  $33 - 7 = \underline{\quad}$  on the board in a subtraction frame.
- Have connecting cubes ready to demonstrate the problem.

T: **"Look at 33 minus 7. Do we add the ones or the tens first?"**

S: *will respond, "we add the ones first."*

T: **"Yes, we add the ones first. 3 minus 7. Use the connecting cubes. Here are 3."**

- Teacher will hand the student 3 cubes.

T: **"Can you take 7 from 3?"**

S: *will respond, "no."*

T: **"What should we do? Should we regroup or not?"**

S: *will respond, "regroup."*

T: **"Yes, we need to regroup. Will you take 1 of the tens and break them up to put them with the ones?"**

S: *will break up the 1 tens and put them with the ones.*

T: **"Now you have 13 cubes, so you can take away 7 of the cubes."**

S: *will take away 7 cubes from 13.*

T: **"How many are left?"**

S: *will respond, "6 cubes are left."*

T: **"Very good, 6 cubes are left. How many tens are left?"**

S: *will say, "2 tens are left."*

T: **"Please write the answer."**

S: *will write 26.*

T: **"Good job! So, 33 minus 7 equals 26."**

2 Students Do:

- Have sentence frames written on the board.

T: **"Now I need two people to come help me. But before you come up I need you to know your responsibilities. One student will ask the question:**

- Do we add ones or tens first?
- Do we need to regroup?
- How many ones are left?
- How many tens are left?

The other student will answer the questions:

- First we add the ones.
- Yes we regroup or now we don't regroup
- There are     ones left.
- There are     tens left.

**Both of you will work together to solve the problem. You will read then read the subtraction sentence."**

- Teacher will choose 2 students.

T: **"Now you know what to do, so show us how to subtract  $60 - 4 = \underline{\quad}$ ."**

S: two students will demonstrate how to subtract  $60 - 4 = \underline{\quad}$ .

- Teacher will guide the students as needed.

All Students Do:

T: **"Now I will separate you into groups of 2. Each of you need the Regrouping 1 Tens for 10 Ones page. Once you have your paper and partner you may begin. Remember you only have to do 2 problems."**

- Write  $26 - 8 = \underline{\quad}$  and  $24 - 9 = \underline{\quad}$  on the board.

S: *will collect their papers and get started on the two problems.*

- Teacher will walk around the room helping students as needed.

T: **"10,9,8,7,6,5,4,3,2,1 Time is up! Please turn in your papers and come sit on the carpet."**

S: *will clean up, turn in their papers and sit on the carpet.*

#### Independent Practice: (7 minutes)

- Write  $35 - 8 = \underline{\quad}$  on the board.

T: **"Now it is your turn to do some problems on your own. I will do the first one with you. Look at the board,  $35 - 8 = \underline{\quad}$ ."**

T: **"What do I subtract first? – the ones or the tens?"**

S: *will respond, "we subtract the ones first."*

T: **"Yes, we subtract the ones first. 5 take away 8. Can we take 8 cubes from 5?"**

S: *will respond, "no."*

T: **"No we can't. Do we need to regroup?"**

S: *will say, "Yes."*

T: **"Yes. We need to regroup. I will take one of the groups of tens and break it up. How many ones do I have now? Count with me. 1,2,3,4,5,6,7,8,9,10,11,12,13,1,4,15."**

S: *will count with the teacher.*

T: **"Now I will take away 8. How many loose cubes do I have now?"**

S: *will respond, "7 cubes."*

T: **"How many tens do we have left? Show me with your fingers."**

S: *will show 2 fingers.*

T: **"Let me write it.  $35 - 8 = 27$ . Now, please read the subtraction sentence to your neighbor."**

S: *will read the subtraction sentence to their neighbor, " $35 - 8 = 27$ ."*

T: **"Good job. Now it is your turn to do 3 more problems. You will have 5 minutes. I will pass out the papers and you do your work at your desks."**

- Teacher will pass out their guided practice papers and return to their desks.

S: *will complete 3 problems on their guided practice papers.*

T: **"10, 9, 8, 7, 6, 5, 4, 3, 2, 1. Time is up! Turn in your papers, get your whiteboards, erasers and markers, then go to the carpet."**

S: *will turn in their papers, collect their boards, erasers and markers, then go to the carpet.*

#### Closing: (3 minutes)

T: **"Last problem of the day. It is a story problem. Write down or draw the important information on your boards. There are 21 snails in the garden. 6 snails leave. How many snails are still in the garden?"**

S: *will draw the snails and cross them out, or they will write the subtraction sentence on their boards.*

T: **"Let's draw the snails."**

- Draw 21 snails.

S: *will draw 21 snails.*

T: **"6 snails left, let's cross out 6 snails."**

S: *will cross out 6 snails.*

T: **"How many are left?"**

S: *will respond, "15 snails are left."*

T: **"So that is one ways to subtract, now let's subtract with numbers. I will write 21 minus 6 on the board."**

- Write  $21 - 6$  on the board.

- Continue subtracting the same way as they have throughout the lesson.

#### Assessment:

#### Guided Practice