Grade 2	Lesson: 9-2 Models to Subtract Two- and One-Digit Numbers	Reference to English

Math Standard(s): 2.NBT.5 (also 2.NBT.9) **Domain: Number and Operations in Base Ten**

Content Objective(s):	**Language Objective(s):**
Students will use models to subtract a one-digit number from a two-digit number with or without regrouping. *I can use connecting cubes to subtract one-digit number form two-digit number.*	Students will read aloud subtraction sentences. *I can read aloud subtraction sentences.*
Essential Understanding: The standard subtraction algorithm breaks the calculation into simpler calculations starting with the ones and then the tens.	**Required Academic Vocabulary for Word Wall:** **Listen:** **Read:** **Write:** **Speak:** **Sentence Frame:**
Materials: • Place-value Mat A (Teaching Tool B) • Connecting Cubes (or Teaching Tool 1) • Number Cubes • Whiteboards, erasers, and markers. • Models to Subtract Two- and One-Digit Numbers (page 259) • Guided Practice (page 260)	**Additional Lesson Vocabulary:** Regroup, minus, subtract, take away

Lesson: **Instructional Time: 30 minutes**

Opening: (1 minutes)

- Pass out whiteboards, erasers and markers.

T: "You have learned that when subtracting, you sometimes have to regroup 1 ten as 10 ones. Today, you will earn how to record the subtraction."

Introduction to New Material (Direct Instruction): (7 minutes)

T: "We are going to subtract, but today you will need to write down the subtraction frame! Let me tell you a story."
T: "There are 22 children drawing a picture. Write the number 22."
S: *will write 22 on their board.*
T: "4 of them finish drawing. Write the number 4."
S: *will write 4 on their board.*
T: "How many children are still drawing? We know that 22 children were drawing at the beginning and then 4 finished. How do we write the subtraction problem? I will write it on the board. 22 goes on the top and 4 goes underneath."

- Write 22 – 4 in a subtraction frame.

T: "Make sure you wrote it the same way on your board."
S: *will check and write their subtraction frame.*
T: "Do we start with the ones or the tens?"
S: *will respond, "ones first"*
T: "Yes we start with the ones, what is 2 take away 4? Do we need to regroup?"
S: *will respond, "yes we need to regroup."*
T: "I will take one of the tens. Now I have 12 ones. Let's write 12 in the box above the ones."
S: *will write 12 in the box above the ones.*
T: "How many tens are left?"
S: *will respond, "1 ten is left."*
T: "Yes, there is 1 ten left. So, we need to cross out the 2 and write 1 in the box above the tens."
S: *will cross out the 2 in the tens place and then write 1 in the box above the tens.*
T: "Now, take 4 from 12. How many are left? Tell your neighbor."
S: *will tell their neighbor, "12 – 4 = 8."*
T: "How many tens do we have left?"
S: *will respond, "1 ten is left."*
T: "What is the answer? Read the subtraction sentence to your neighbor."
S: *will read, "22 – 4 = 18" to their neighbor.*
T: "Please show me your boards so I can check your work."
S: *will show the teacher their board.*

Guided Practice: (12 minutes)

Use the modeling cycle:

Teacher Does:

T: "At each table you will find connecting cubes and page 259. I need you to work with a partner to subtract 2 problems."

1 Students Does with Teacher:

T: "I need a helper."

- Teacher will choose a student.

T: "I need you to help me subtract 63 minus 2. What do we do first?"

S: *will say, "we subtract ones first."*

T: "Yes, we will first subtract the ones. What is 3 take away 2?"

S: *will respond, "1."*

T: "Yes, will you please write 1 in the correct spot?"

S: *will write 1 in the ones place.*

T: "Then what do we do?"

S: *will respond, "subtract the tens."*

T: "What is 6 take away 0?"

S: *will respond, "6."*

T: "Please write 6 where it belongs."

S: *will write 6 in the tens place.*

T: "Please read the subtraction sentence."

S: *will read, "63 minus 2 equals 61."*

T: "Good job, thank you. You may sit down."

2 Students Do:

T: "Now I need to more students to help me."

- Teacher will choose two students.

T: "You two will demonstrate how to work together to subtract two-digit numbers. The problem is on the board, 74 – 5 = ___. Don't forget to use the connecting cubes if you need them."

S: *will demonstrate how to subtract 74 – 5 = ___ together.*

- Teacher will guide the students during their demonstration.

T: "Good job. Thanks for your demonstration. Take your seat."

All Students Do:

T: "Now it is your turn to work with your partner. When I call out your teams, I need you to walk to your table and get started. You need to do a total of 2 problems."

- Teacher will call out the teams of students.

S: *will start working as teams on their paper.*

- 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 57 – 5 = ___ on the board in a vertical subtraction frame.

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, 57 – 5 = ___."

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. 7 take away 5. Can we take 5 cubes from 7?"

S: *will respond, "yes."*

T: "When we subtract 5 from 7, how many do we have left? Show me with your hands."

S: *will show 2 fingers.*

T: "Now we subtract the tens. What is 5 take away 0? Tell your neighbor."

S: *will tell their neighbor, "5 – 0 = 5."*

T: "Let's write it on the board. Read the subtraction sentence to your neighbor."

S: *will read, "57 – 5 equals 52."*

T: "Good job. Now it is your turn to do the rest of guided practice. 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)

- Pass out the whiteboards, erasers and markers.

T: "Last problem for today. I will read it, but before I do I need you to write a subtraction frame on your board."

S: *will write a subtraction frame on the board.*

T: "There are 23 children playing tag. Write 23 on your subtraction frame."

S: *will write 23 on their subtraction frame.*

T: "9 children go home. Write 9 on your subtraction frame."

S: *will write 9 on their subtraction frame.*

T: "How many children are still playing tag? Solve the problem."

S: *will solve the 23 – 9.*

T: "Show me your boards. (check the student boards)

T: "First we subtract 9 from 3, but I can't, so I need to regroup. Now I have 13. 13 take away 9 equals 4. I need to write 4 in the ones place."

- Teacher will write 4 in the ones place.

T: "Now let's subtract the tens. I took one ten and put it in the ones. 1 take away 0 is 1. I will write 1 in the tens place."

T: "Read the subtraction sentence to your neighbor."

S: *will read, "23 – 9 = 14."*

T: "Good job today!"

Assessment:

Guided Practice