

Grade 2	Lesson: 9-3 Subtracting Two- and One-Digit Numbers	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>
<p>Students will subtract a one-digit number from a two-digit number with and without regrouping using the standard algorithm.</p> <p><i>I can subtract a one-digit number from a two-digit number.</i></p>	<p>Students will say “ ___ minus ___ equals ___.”</p> <p><i>I can say “ ___ minus ___ equals ___.”</i></p>	
<p><b>Essential Understanding:</b></p> <p>The standard subtraction algorithm breaks the calculation into simpler calculations starting with the ones and then the tens.</p>	<p><b>Required Academic Vocabulary for Word Wall:</b></p> <p><b>Listen:</b></p> <p><b>Read:</b></p> <p><b>Write:</b></p> <p><b>Speak: regroup</b></p> <p><b>Sentence Frame:</b></p> <p>___ minus ___ equals ___.</p>	
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Number Cards 0-11 (Teaching Tool 2)</li> <li>• Connecting Cubes (or Teaching Tool 1)</li> <li>• Whiteboards, erasers, and markers.</li> <li>• Subtracting Two- and One-Digit Numbers (page 263)</li> <li>• Guided Practice (page 264)</li> </ul>	<p><b>Additional Lesson Vocabulary:</b></p> <p>Regroup,</p>	
<b>Lesson:</b>		<b>Instructional Time: 35 minutes</b>
<p><b>Opening: (4 minutes)</b></p> <p><b>T: “You have learned how to subtract using connecting cubes and how to record your work in subtraction frames.”</b></p> <ul style="list-style-type: none"> <li>• Pass out whiteboards, erasers, and markers.</li> <li>• Use connecting cubes to demonstrate subtraction.</li> </ul> <p><b>T: “I am going to a problem on the board. One of you can come up and solve it on my board and the rest of you will solve it on your own board.”</b></p> <ul style="list-style-type: none"> <li>• Write <math>32 - 7</math> on the board.</li> <li>• Pick a student to solve the problem on the board.</li> </ul> <p><b>T: “Solve the problem.”</b></p> <p>S: <i>will solve <math>32 - 7</math>.</i></p> <p><b>T: “Show me your boards.”</b></p> <ul style="list-style-type: none"> <li>• Teacher will check the boards.</li> </ul> <p><b>T: “What do we do first?”</b></p> <p>S: <i>will respond, “subtract the ones.”</i></p> <p><b>T: “<math>2 - 7</math> equals what? Can I take 7 from 2?”</b></p> <p>S: <i>will respond, “no.”</i></p> <p><b>T: “We best regroup. I will take 1 group of ten from the tens. Now I will write 12 in the box above the ones and cross out the 2. And Make the ten a 2.”</b></p> <ul style="list-style-type: none"> <li>• Teacher will cross out the 3 make it a 2, and write 12 above the 2 and cross out the 2.</li> </ul> <p><b>T: “What is 12 take away 7? Tell your neighbor.”</b></p> <p>S: <i>will tell their neighbor, “<math>12 - 7</math> equals 5.”</i></p> <p><b>T: “<math>12 - 7</math> equals 5. I will write that on the board.”</b></p> <p><b>T: “So, 32 minus 7 equals 25.”</b></p> <p><b>T: “Today, you will learn how to subtract using only paper and a pencil.”</b></p> <p><b>Introduction to New Material (Direct Instruction): (4 minutes)</b></p> <p><b>T: “We are going to do another problem, but this time you will not use connecting cubes. I will read you a story problem and you need to solve it.”</b></p> <p><b>T: “Before I read the story problem, please draw a subtraction frame on the your board.”</b></p> <p>S: <i>will draw a subtraction frame on their board.</i></p> <p><b>T: “As I tell you the story, please write the important information on the board.”</b></p> <p><b>T: “Ari has 31 stickers, I said 31 stickers. (give the students a couple seconds to write 31) He puts 8 of them in a book, I said, he put 8 of them in a book. (give the students a couple seconds to write 8) How many stickers does Ari have now? Solve the problem. If you need help, ask your neighbor.”</b></p> <p>S: <i>will solve their problem.</i></p>		

**T: "Show me your boards. (check out the work on the student boards) Now let's do it together."**

**T: "You wrote 31 minus 8 on your boards. First I subtract the ones. Can I take 8 from 1?"**

*S: will say, "no."*

**T: "What should I do?"**

*S: will say, "regroup."*

**T: "You're right, I need to regroup. I will take one of the tens to make 11 in the ones and 2 in the tens. What is 11 take away 8? Tell your neighbor."**

*S: will tell their neighbor, "3."*

**T: "Show me with your fingers."**

*S: will show 3.*

**T: "Correct, 11 take away 8 is 3. I will write 3 in the ones place."**

**T: "What is the tens?"**

*S: will respond, "2."*

**T: "Yes, I will write 2 in the tens place. Tell your neighbor the subtraction sentence."**

*S: will turn to their neighbor and say, "31 minus 8 equals 23."*

**T: "Say it with me, 31 minus 8 equals 23."**

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

*Use the modeling cycle:*

Teacher Does:

**T: "Now I want you to work with a partner to solve 3 more problems. You will be given 2 sets of number cards – 1 from 1-7 and the other from 5-9. You will draw 3 cards and solve the problem. Before we begin we will do a couple together."**

1 Students Does with Teacher:

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

- Teacher will choose a student.

**T: "I will draw the first 2 cards one from each deck to make the top number. I drew \_\_\_ and \_\_\_."**

- Write the number in the subtraction frame.

**T: "Now you draw a card."**

*S: will draw a card and write it in the subtraction frame.*

**T: "Look at subtraction frame. \_\_\_ - \_\_\_. Do we add the ones or the tens first?"**

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

**T: "Yes, we add the ones first. \_\_\_ minus \_\_\_."**

**T: "Can you take \_\_\_ from \_\_\_?"**

*S: will respond, "no" or "yes."*

**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 take one of the tens from the tens and put it with the ones.*

**T: "Now you have \_\_\_, so you can take away \_\_\_."**

*S: will take away \_\_\_ cubes from \_\_\_.*

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

*S: will respond, "\_\_\_ are left."*

**T: "Very good, \_\_\_ are left. How many tens are left?"**

*S: will say, "\_\_\_ tens are left."*

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

*S: will write \_\_\_.*

**T: "Good job! So, \_\_\_ minus \_\_\_ equals \_\_\_."**

2 Students Do:

**T: "I need two helpers."**

- Will choose 2 students.

**T: "I need the two of you to demonstrate how to subtract. Student #1 you will pick two cards and student #2 you will pick one. Then show us how to subtract them."**

*S: will pick the cards and show the students how to subtract.*

- Teacher will guide the students as needed.

**T: "Thank you for subtracting! Please sit down."**

All Students Do:

**T: "Now it is your turn. Each pair needs 2 decks of cards and one page #263. When I call your group, you can collect your materials and begin."**

*S: students will collect their materials and begin.*

- Teacher will walk around the class helping the students.

**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  $36 - 8 = \underline{\quad}$  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,  $36 - 8 = \underline{\quad}$ ."**

**T: "Do I subtract ones or tens first?"**

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

**T: "Yes, we subtract the ones first. 6 take away 8. Can we take 8 cubes from 6?"**

*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? I will write 16 in the box over the ones and cross out the 3 and make it 2."**

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

*S: will respond, "8."*

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

*S: will show 2 fingers.*

**T: "Let me write it.  $36 - 8 = 28$ . Now, please read the subtraction sentence to your neighbor."**

*S: will read the subtraction sentence to their neighbor, " $36 - 8 = 27$ ."*

**T: "Good job. Now it is your turn to do the guided practice 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: (5 minutes)**

- Pass out the whiteboards, erasers and markers.

**T: "Last problem of the day. It is a story problem. Write down or draw the important information on your boards."**

**T: "Write a subtraction frame on your board."**

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

**T: "Show me your boards. Good job, now I will read you the story problem."**

**T: "There are 25 bikes at the store. (give students time to write 25) The store owner sells 7 bikes. (give students time to write 7) How many bikes are left?"**

**T: "Show me your boards."**

*S: will show the teacher their boards.*

- Check the student boards to make sure the students wrote the equations correctly.

**T: "Help me fill in my subtraction frame. How many bikes were there to start with?"**

*S: will respond, "25 bikes."*

**T: "Right, so I will write 25 at the top of my frame."**

- Write 25 in the subtraction frame on the board.

**T: "How many bikes did the owner sell?"**

*S: will respond, "7"*

**T: "Yes, I will write 7 below 5 in the ones place."**

- Write 7 in the ones place.

**T: "Now I need to subtract. I will start with the ones. 5 take away 7. Can I do that?"**

*S: will say, "no."*

**T: "What do I need to do?"**

*S: will say, "regroup."*

**T: "Yes I need to regroup. I will take one group of ten from the tens. Now I have 15 in the ones and 1 in the tens. What is 15 take away 7? Tell your partner."**

*S: will turn to their partner and say, "15 minus 7 equals 8."*

**T: "15 minus 7 equals 8. I will write 8 in the ones place. What number do I write in the tens place? Show me with your fingers."**

S: *will show 1.*

T: **“Yes, I will write 1 in the tens place. That makes 18. Please read the subtraction sentence to your neighbor.”**

S: *will tell their neighbor, “25 minus 7 equals 18.”*

T: **“Good job! 25 minus 7 equals 18.”**

**Assessment:**

**Guided Practice**

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