

Grade 2	Lesson: 9-9 Problem Solving: Two-Question Problems	Reference to English
Math Standard(s): 2.NBT.5 (also 2.OA.1)		Domain: Number and Operations in Base Ten
Content Objective(s):	Language Objective(s):	
Students will solve two-question problems. They will select the operation to solve each question. <i>I can solve two-questions subtraction problems.</i>	Students will tell their neighbor what they do next. <i>I can tell my neighbor what I do next.</i>	
Essential Understanding: Sometimes the answer to one problem/question is needed to find the answer to another problem/question.	Required Academic Vocabulary for Word Wall: Listen: Read: Write: Speak: Sentence Frame:	
Materials: • Whiteboards, erasers and markers. • Subtracting on a Number Line (page 275) • Guided Practice (page 276)	Additional Lesson Vocabulary: Peppers, baskets, potatoes, park, home	
Lesson:		Instructional Time: 20-25 minutes
<p><b>Opening: (1 minutes)</b> T: "You have learned how to add and subtract two-digit numbers. Today, you will learn how to solve two-question problems by first answering one question and then using that information to answer a second question."</p> <p><b>Introduction to New Material (Direct Instruction): (5 minutes)</b> • Pass out whiteboards, erasers and markers. T: "We will do 3 story problems together today. I will read them and you need to write the information on your board." T: "Alex bought 16 green peppers. (give students time to write 16) He bought 11 red peppers. (give students time to write 11) How many peppers did Alex buy in all? Then Alex uses 14 of the peppers. (give student time to write 14) How many peppers are left?" T: Is a two-part question. We will answer the first part first and then the second part." T: How many green peppers did Alex buy?" S: will respond, "16." T: "Yes, Alex bought 16 green peppers, and how many red peppers?" S: will respond, "Alex bought 11 red peppers." T: "How many peppers did Alex buy in all? Add them on your board and show me." S: will add <math>16 + 11 = 27</math> on their boards. T: "Show me your board." S: will show the teacher their boards. T: "Good job, I will write it on the board too, 16 plus 11 equals 27." • Teacher will write equation on the board. T: "Let's move on to part two. Then Alex uses 14 of the peppers. How many peppers does he have left? Do we need to add or subtract? Tell your neighbor." S: will tell their neighbor, "we subtract." T: "Thumbs up if we subtract, thumbs down if we don't." S: will show thumbs up. T: "Alright, what is 27 minus 14. Please write the equation and solve the problem." S: will solve <math>27 - 14</math>. T: "Show me your boards." S: will show the teacher their boards. T: "Good, now tell your neighbor what you did." S: will tell their neighbor, "I subtracted the ones and then the tens." T: "Good job, Alex still has 13 peppers."</p> <p><b>Practice: (4 minutes)</b> T: "Now let's do two more problems. I will read them and you will write down the information." • Go through the next two problems the same way you went through the first one in direct instruction.</p> <p>#1</p>		

T: "There are 14 children in the park. 9 more join them. How many children are in the park? Then 7 children go home. How many children are in the park now?"

Closing: (4 minutes)

#2

T: "Tracy has 21 potatoes in one basket. She has 18 potatoes in another basket. How many potatoes does she have in all? Tracy uses 22 of the potatoes. Now how many potatoes are there?"

T: "Good job today!"

Assessment:

Observation during whole class work

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