

<b>Grade 1</b>	<b>Lesson:</b> <b>11.2 Subtracting Tens on a Hundred Chart</b>	Reference to English
<b>Math Standard(s):</b> <b>Base Ten</b>	<b>1.NBT.6</b>	<b>Domain: Number and Operations in</b>
<b>Content Objective(s):</b>	<b>Language Objective(s):</b>	
Students will use a hundred chart to subtract multiples of 10 from two-digit numbers 我会用百数表来做二位数字减10的倍数。	Students will say and record subtraction sentences. 我会说出并写下减法算式。	
<b>Essential Understanding:</b> When subtracting tens from a two digit number, only the tens digit changes.	<b>Academic Vocabulary:</b> <b>Listen:</b> <b>Read:</b> <b>Write:</b> <b>Speak:</b> <b>Sentence Frame:</b>	
<b>Materials:</b> • Hundred Chart (Teaching Tool 11) • Number Cards 0-11 (Teaching Tool 9)	<b>Language and Word Wall:</b>	
<b>Lesson:</b>	<b>Instructional Time: 45 minutes</b>	

REVIEW – NOT FOR PUBLICATION  
PROPERTY OF US DEPARTMENT OF EDUCATION

**Opening: (5 minutes) –**

T: “你已经学会怎么用百数表来加十了。今天你会学习怎么用百数表来减十。”

- Write  $56-30=?$  on the board.

T: “你可以为这个减法算式写出什么样的应用题?”

- Students create and share their own story problems.

**Introduction to New Material (Direct Instruction): (10 minutes)**

T: “你可以怎么用百数表来解答  $56-30$ ?”

- Have students think about the question as you pass out hundred charts to everyone.

T: “30有几个十?”

- 3

T: “所以你要从56减掉几个十?”

- 3

T: “很好，现在我们来看百数表。把手指放在56上。”

- Students put their finger on 56

T: “你如果你在百数表往上移一排会发生什么事?”

- You go to 46, you're at 46.

T: “如果你在百数表上只往上移一排，纳闷你在减多少？想想看，如果你在加十，你会往下移动一排，所以我们往上移，我们在减多少?”

- Kids say: ten!

T: “你怎么知道?”

- Count back 10 spaces on the hundred chart together to see if you land right above 56.

T: “好，所以如果我们往上移动一排，我们在减10，所以只有十位的数位会改变(it decreases by 1). 所以如果我要减掉30，我需要往上移动几排?”

- 3

**Guided Practice: (15 minutes)**

Use the modeling cycle:

**1. Teacher Does:**

T: “我们一起来练习。”

- Distribute both sets of number cards and a hundred chart to each pair of kids. Have the kids shuffle each set of cards.
- Guide children to place the shorter stack (number cards 5-9) face down on the left box and the larger stack (number cards 1-9) on the right box on page 359.

T: “我会在白板上示范第一题。请你们跟一个同学一起跟着做。”

T: “我会用这些数字然后再拿一个新的二位数字。(example- 84) 好，84。现在我要在第1题的空格上写84。请你们跟着写。”

S: will write 84 on the first space.

T: “84减10是什么？告诉你旁边的同学。”

S: will tell their partner, “84 minus 10 equals 74.”

T: “如果你不知道  $84 - 10$  是什么，没有关系。我们可以用百数表来帮忙。我要先做什么?”

S: will say, “find 84.”

T: “对，我要找出84，然后把我的手指放在上面。接下来我要做什么呢？我要往上还是往下？用大拇指比给我看。”

S: will show thumbs up.

T: “对，我们要望上一排因为我们在做减法。告诉你旁边的同学我们要移动几排。”

S: will tell their neighbor, “move up 1 row.”

T: “我们要往上1排因为我们在减10或是说1个十。我的答案是什么?”

S: will say, “74.”

T: “对， $84 - 10$  等于 74。在你的纸上完成算式。”

S: will write 74 on their paper.

T: “现在把减法算式念给你旁边的同学听。”

S: will read, “84 minus 10 equals 74” to their partner.

**2. Students Do with Teacher:**

- Do number 2 as a class.

T: “我们再来试一题。”

T: “我需要一学生来帮我。”

REVIEW – NOT FOR PUBLICATION  
PROPERTY OF USOE