

Grade 2	Lesson: 1-4	Reference to English
Math Standard(s): 2.OA.1		Domain: Operations and Algebraic Thinking
Content Objective(s):		Language Objective(s):
Students will write subtraction sentences to solve stories about separating groups. <i>I can solve addition problems by recognizing and recording its parts with a small group.</i>		Students will use the word separate when talking about subtraction problems. <i>I can use the word separate when talking about subtraction problems.</i>
Essential Understanding: Separating parts from a whole and comparison are two interpretations of subtraction.		Academic Vocabulary for Word Wall: Listen: separate (vb) , the rest Read: (for story problem) stone, water, ball, wind, holes, crabs Write: Speak: separate (vb) , the rest Sentence Frame: some are _____ some are _____. (or _____ are verb/adj. _____ -are verb/adj.)
Materials: <ul style="list-style-type: none"> • Number cards 0-11 and 12-20(Teaching tools 2 and 3) • Connecting cubes (teaching tool1) • Guided Practice Sheets 		Additional Lesson Vocabulary: separate
Lesson: Stories About Separating		Instructional Time: 30 mins
<p>Opening: (3 minutes)</p> <p>T: Put your hand on your head if you know how to write subtraction sentences. S: will put their hands on head, watch for those who hesitate or don't understand the words subtraction sentence</p> <p>T: Today, we will learn how to write subtraction sentences to solve problems about <i>separating</i> one part from the whole." Hold up your hands for the class to see. Show 2 fingers on one hand and 4 on the other.</p> <p>T: Here are 6 fingers. If I hide this hand, (Put the hand showing 4 fingers behind your back) there are still 2 fingers showing . How many fingers did I hide? Show me with your fingers." S: will show four fingers</p> <p>Introduction to New Material (Direct Instruction): (8 minutes)</p> <ul style="list-style-type: none"> • Each student should have number cards and cubes. <p>T: "I'm going to tell you a <i>separating</i> story. 12 birds are at the beach. Some are on the sand, some are flying. 4 are walking on the sand. The rest are flying. How many birds are flying?" Write the number 12 large on the board. Draw the story as you tell it (beach, ocean, birds on the sand and in the sky)</p> <p>T: "We know the whole is 12" (circle the number 12 you wrote). Make a stack of 12 connecting cubes and hold it up. "We know there are four birds walking." Break four cubes off. Hide the rest behind your back. Call a student to come up and secretly look at how many cubes you are hiding.</p> <p>T: "If you think you know how many cubes I am hiding, stick out your tongue and {Student #1} will call on you and tell you if you're correct. Student #1 will call on classmates. Ask each to explain how they came to their answer.</p> <p>T: How did you find your answer? S will say the subtracted/took away the number of birds on the sand from the total number of birds</p> <p>T: Repeat the story. This time model with cubes on the mat on pg. 15 (project it large so all can see). "Open your books to page 15. Let's see how we can turn our story into a subtraction sentence. S: open their books to the correct page and follow along.</p> <p>T: Find the number card that shows our whole. Hold it up so I can see." S: Will find number 12 and hold it up</p> <p>T: Good! Let's put 12 at the top, since it is our whole (place the number card 12 at the top) We also can write it in the first spot in our subtraction sentence. S: will place card at the top of their page and write 12 in the space in the first sentence.</p> <p>T: Now let's make a stack of 12 cubes. When you have 12, lay it at the top of your desk We need to separate our stack into two groups. We know one group is 4 cubes. Put four cubes in the space on the left and write in 4 in the subtraction sentence.</p> <p>T: "The rest of the cubes go in the other part. Count how many, and that's your answer. Please check to see if your subtraction sentence looks the same as mine."</p> <p>Guided Practice: (8 minutes)</p> <p>T: "Now it's your turn to try it with a partner. Using your number cards, cubes, and page 15, take turns telling separating stories</p>		

and figuring out the subtraction sentence just like we did together. When I say start, you will have 7 minutes to work. If you finish the page, keep taking turns telling stories, just don't write them down. Remember you can use the phrase some are ____, some are ____ to describe separating. I will be walking around to hear how you're doing"

Use the modeling cycle:

Teacher Does:

T: "Turn to page 16. Put your finger on the birds in the story on top"

S: will turn to the page and point to the birds.

T: Read aloud with me and fill in my spaces. There are ____ (9 birds). ____ (5) swim away. _____ (How many are there now?)

S: will read out loud with the teacher and fill in the words the teacher doesn't read

T: "Use your pencil to circle the whole, 9. Now use your pencil to underline the part we know, 5"

"We can separate the group from the whole, like they did here using cubes. See how they put each group into the part boxes?"

Now we can look at it and write the subtraction sentence $9-5=4$ "

T: "Today you also get to use your awesome reading skills to understand each story. I'll give you a little clue for each one."

- On the board, write 1-4 in a list. Have a picture or draw a picture of the object each story is about next to the number. Ex. 1 is about shells, to draw a shell next to number 1.

1 Student Does with Teacher:

- Have a student come up and work with the teacher to solve an additional problem.

2 Students Do with Teacher:

T: I need two helpers to come up and lead us for number 2.

Select two students to come up to the front

T: First, let's look at the clue for number 2. I see a rock. Our story must have something to do with rocks. Student #1 and #2, please read for us this story.

S: Two students read the story out loud together and show the class how they would circle the whole, underline the part, draw the items in the spaces, write the subtraction sentence, and fill in the answer.

Independent Practice: (6 minutes)

T: "You now have 5 minutes to do number 3 and 4. When you hear me start singing, you have until the end of the song to put your things away and walk quietly over to the rug. Start!"

Closing: (5 minutes)

When students are mostly done, start singing for them to come over to the rug.

T: Let's look at the story you just did. I'm going to draw what happened in the story, then we'll write the subtraction sentence."

"Can I have the people wearing blue read the first sentence?"

S: those wearing blue will read out loud the first sentence. Teacher will quickly draw 15 sand crabs (or stars/circles)

T: "If you are wearing black, please read the second sentence" Cross out 8 of the crabs

T: "If you are learning Chinese, please read the last sentence"

S: All the students will read aloud the last question.

T: If you know how to write the subtraction sentence for this story, stand up.

S: will stand up

T: If you think the first number in our sentence is 15, sit down.

S: will sit

T: "If you know what comes next, fold your arms." Choose someone to write what comes next.

"Count with me how many crabs you see. 1,2,3,4,5,6,7. Our answer is 7.

Assessment:

Problem Solving 5-7 as Homework, in English