

<b>Grade 2</b>	<b>Lesson: 1-4</b>	Reference to English
<b>Math Standard(s): 2.OA.1</b>		<b>Domain: Operations and Algebraic Thinking</b>
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
Students will write subtraction sentences to solve stories about separating groups. 我会认出和用小组写下算式的部分来做出减法问题		Students will use the word separate when talking about subtraction problems. 我会说分开来做减法问题。
<b>Essential Understanding:</b> Separating parts from a whole and comparison are two interpretations of subtraction.		<b>Academic Vocabulary for Word Wall:</b> <b>Listen:</b> 分开, 剩下的 <b>Read: (for story problem)</b> 石头, 水, 球, 风, 洞, 螃蟹 <b>Write:</b> <b>Speak:</b> 分开, 剩下的 <b>Sentence Frame:</b> 有些是 _____ 有些是 _____. (or _____ are verb/adj. _____ -are verb/adj.)
<b>Materials:</b> • <b>Number cards 0-11 and 12-20(Teaching tools 2 and 3)</b> • <b>Connecting cubes (teaching tool1)</b> • <b>Guided Practice Sheets</b>		<b>Additional Lesson Vocabulary:</b> 分开
<b>Lesson: Stories About Separating</b>		<b>Instructional Time: 30 mins</b>
<b>Opening: (3 minutes)</b> T: 今天你会学习怎么写减法算式来解答关于分开的应用题。” Hold up your hands for the class to see. Show 2 fingers on one hand and 4 on the other. T: 这里有 6 只手指。如果我把这手藏起来, (Put the hand showing 4 fingers behind your back) 我们还看得到 2 只手指。我把几只手指藏起来? 用手指比给我看。” S: will show four fingers		
<b>Introduction to New Material (Direct Instruction): (8 minutes)</b> • Each student should have number cards and cubes. T: “我会念出一个关于分开的应用题。12 只鸟在海边, 有些在海滩上有写在飞翔。4 只在海滩上, 剩下的在飞翔。有几只鸟在飞翔?” 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) T: “我们知道全部是 12” (circle the number 12 you wrote). Make a stack of 12 connecting cubes and hold it up. “我们知道有四只在海滩上。” 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. T: “如果你知道有几只在飞翔, 请举手。 Student #1 will call on classmates. Ask each to explain how they came to their answer. T: 你怎么找到答案的? S will say the subtracted/took away the number of birds on the sand from the total number of birds T: Repeat the story. This time model with cubes on the mat on pg. 15 (project it large so all can see). “请把课本翻到 15 页。我们来看怎么把应用题变成减法算式。 S: open their books to the correct page and follow along. T: 把全部数量的数字卡举起来。” S: Will find number 12 and hold it up T: 很好, 我们把 12 写在上面因为它是全部 (place the number card 12 at the top) 我们也要把它写在减法算式的第一个空格里。 S: will place card at the top of their page and write 12 in the space in the first sentence. T: 现在我们来把 12 个方块叠在一起。我们需要把 12 个方块分成两组。我们知道一组是 4 个方块。 Put four cubes in the space on the left and write in 4 in the subtraction sentence. T: “剩下的方块是另一个部分。数数看有几个, 这就会是你的答案。请检查看看你的答案是不是跟我的一样。”		
<b>Guided Practice: (8 minutes)</b> T: “现在换你跟同学练习了。你们要轮流用数字卡, 方块和第 15 页来做分开的故事并写出和解答减法算式。你们有 7 分钟来完成。”		
<u>Use the modeling cycle:</u> Teacher Does:		

T: “请翻到 16 页。有 \_\_\_\_ (9 birds) 只鸟。 \_\_\_\_ (5) 只飞走了。现在还剩下几只？”

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

T: “用铅笔把全部圈起来。现在用铅笔在知道的部分下画一条线。”

“现在我们可以用这些来写出减法算式  $9-5=4$ ”

- 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: 我需要 2 个学生来帮忙。

Select two students to come up to the front

T: 我们一起来做第 2 题。学生 1 和 2, 请帮我们念出来。

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: “你有 5 分钟来自己完成第 3 和 4 题。”

**Closing: (5 minutes)**

T: 我们一起来看看你们刚刚做的应用题。我们要画出来并写出减法算式。”

“请穿蓝色衣服的人帮我们念出第一个句子。”

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

T: “如果你穿黑色, 请帮我们念出第二个句子。” Cross out 8 of the crabs

T: “请大家一起念出最后一个句子。”

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

T: 如果你知道怎么为这个应用题写出减法算式, 请站起来。

S: will stand up

T: 如果你知道算式里的第一个数字是 15, 请坐下。

S: will sit

T: “谁知道下一个空格里是什么?” Choose someone to write what comes next.

“跟我一起数你看到几只螃蟹 1,2,3,4,5,6,7. 我们的答案是 7.

**Assessment:**

**Problem Solving 5-7 as Homework, in English**