

Grade 2	Lesson: 1-5	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 comparing. <i>I can write subtraction sentences to solve stories about comparing.</i>		Students will use the phrases more than and less than when talking about comparison subtraction problems. <i>I can use the phrases more than and less than when talking about comparison subtraction problems</i>
Essential Understanding: Separating parts from a whole and comparison are two interpretations of subtraction.		Academic Vocabulary for Word Wall: Listen: more, fewer, how many Read: more, fewer, how many Write: Speak: more, fewer Sentence Frame: More than _____. Fewer than _____
Materials: <ul style="list-style-type: none"> <li>Connecting cubes (teaching tool1)</li> <li>Student whiteboards</li> <li>Guided Practice Sheets</li> </ul>		Additional Lesson Vocabulary: More than, fewer than, compare How many more?
Lesson: Stories About Comparing		Instructional Time: 45 mins
<p><b>Opening: (5 minutes)</b> Have a stack of books to use as a visual. Each child should have connecting cubes.  <b>T: "Put your hand on your head if you know how to solve a story about separating by writing a subtraction sentence?"</b>  S: will put their hands on head, watch for those who hesitate or don't understand the words separating or subtraction sentence  <b>T: Today, we will learn how to write subtraction sentences to solve problems about comparing."</b>  <b>"I have a stack of books here on the table. Can I get two helpers to come up?"</b> Call on two students.  <b>"I know ____ likes to read. I'm going to give her/him 3 books."</b> Give Student#1 3 books to hold.  <b>"I know ____ also likes to read. I'm going to give her/him 7 books."</b> Give Student #2 7 books to hold.  <b>"Point to the person who has more books."</b>  S: will point to Student #1  <b>T: "Now can you point to the student who has fewer?"</b>  S: will point to Student #2. Some may not understand fewer.  <b>T: "How can we find out how many more Student #2 has? I'll give you 30 seconds to think, then I want to hear some ideas."</b>  Let Student #1 and #2 sit back down, give all students some time to think.  <b>T: " Please turn and share your idea with your partner"</b>  S: will turn and share with partner, 30 seconds  <b>T: "When I call on you I want to hear what your partner told you."</b>  S: will tell the class what they heard their partner say.</p> <p><b>Introduction to New Material (Direct Instruction): ( 10 minutes)</b>  <b>T: "Those were some great ideas! I'm going to show you a way now using cubes."</b>  <b>"If I put three cubes in a stack, and then 7 cubes in my other stack, I can put the stacks side by side and see how many more. Hold the stacks of cubes up (or project or draw them on the board), demonstrating how to compare the two stacks.</b>  <b>"Please make two stacks like mine. 3 and 7."</b>  S: will make stacks  <b>T: "Line the bottom cube on both stacks up with the bottom of your desk, like this. Now count how many more cubes the taller stack has. When you have the answer, close your eyes."</b>  S: will use cubes to compare the numbers  <b>T:" Break off the taller stack so it's the same size as the smaller stack. How many cubes did you have to break off? That is your answer. "</b>  <b>"Now we need to write a subtraction sentence. We start with the tallest stack, 7." Write 7 on the board.</b>  <b>"Then we take away the smaller stack, 3." Write 3 on the board.</b>  <b>"What we are left with is 4, so that is our answer. Student #2 had 4 more books than Student #1"</b>  <b>"Let's try another story. 7 brown puppies and 12 black puppies are playing in the park. How many more black puppies are there than brown puppies? Use your cubes to make a stack for brown puppies and a stack for black puppies."</b>  S: will use cubes to make the two stacks.  <b>T: "Line them up with the bottom of your desk, and compare the two stacks. How many cubes more does your tallest stack have?"</b>  S: will count the cubes to find how many more</p>		

**T: "To make sure you are right, break off the taller stacks to make both of them even. Now count how many cubes you had to break off."**

S: will double check their answers

**T: Share with your partner your answer, then use your fingers to show me.**

S: will use fingers to show the number.

**T: "Great job! Now let's write a subtraction sentence to show what we just did."**

**"I write the biggest number, 12, first. Then I write minus the smaller number, 7, and our answer 5 is *how many more* black puppies there were than brown ones."**

**Guided Practice: ( 10 minutes)**

**T: "Now it's your turn to try it with a partner. Using page 19 and your cubes, you will work in partners. One partner will tell the other a comparing story, and then you will use the cubes like we just did, to make stacks, compare, and find out *how many more*. Write your subtraction sentence in the space provided. If you finish early, you can make up even more comparing stories for your partner to figure out. I will be walking around to hear how you're doing"**

Clap hands, students get ready to listen.

Use the modeling cycle:

Teacher Does:

**T: "Let's look at the top of the page together. Read with me: Rose walks \_\_\_\_\_. Tom walks \_\_\_\_\_. \_\_\_\_\_ dogs does Rose walk than Tom."**

S: will read out loud together and fill in the spaces the teacher didn't read.

**T: "We can see they made two stacks of cubes. This is what you will do to solve the problem. How many cubes longer is the red stack? Hold up how many cubes."**

S: will hold up how many cubes more in the air.

**T: Now let's look at the subtraction sentence they wrote. Hold your reading finger up in the air and read with me:  $5-3=2$**

S: Will hold index finger up in the air, then follow along with it as they read out loud.

**T: Rose walks two more dogs than Tom. Now listen to this sentence. Thumbs up if you think it's true, down if you think it's wrong: Tom walks two fewer dogs than Rose.**

S will use thumbs to show if they agree or not.

**T: " Let's look at the stacks of cubes again to find our answer. There are two more red cubes. You could also say there are two fewer blue cubes. Both are correct. Turn to your partner and explain why."**

S: will turn to partner and talk about why both can be correct.

2 Students Do with Teacher:

**T: "I need two helpers to come show us how to do number 1"**

S: Two students will come to front and teach the class how they would do number one

**T: "Please read the story out loud"**

S: Two students will lead the class in reading the story out loud

**T: "They already made the stacks for you, so you just need to compare and write the subtraction sentence."**

**Independent Practice: ( 10 minutes)**

**T: You will do numbers 2-5 on your own. When you read the story, circle the word more or fewer. And remember to always start your subtraction sentence with the bigger number. You have 8 minutes to work. Start!"**

S: will work independently to solve 2-5

**When 8 minutes are up, clap your hands and gather students at the rug for closing. Give each a whiteboard and marker.**

**Closing: (7 minutes)**

**T: "Great work today! That is some tricky stuff! Let's just do two more all together so I can see you understand it." Pick three people with glasses and 5 without glasses to come up front and stand in two lines.**

**T: Count with me the number of people wearing glasses. 1,2,3. Good! And the people not wearing glasses? 1,2,3,4,5. Good!"**

S: will count out loud as the teacher points to each student.

**T: "My question is how many fewer people are up here wearing glasses than those not wearing glasses. Please use your whiteboards to draw a picture to help you compare, write the subtraction sentence, and circle your answer. Go!"**

S: will use whiteboards to draw and answer.

**T: "Please hold up your whiteboards!" watch for those who are struggling and make note of which step is the challenge. Excuse the kids at the front to go back to their spot on the rug.**

**T: 'Great! That was a problem asking *how many fewer*. Our last will ask *how many more*."**

**"I have 1 grape. My sister has 6 grapes. How many more grapes does she have than me? Use your whiteboards. Go!"**

Students will again use whiteboards to work and answer. Walk around to watch how they do. When you see most are finished, clap hands for attention.

**T: " Now write your name on the bottom and close your pen. Without erasing anything, pass your boards to the right, and the last person in each row please bring the stack of boards to my table.**

- Look through the whiteboards later to identify where there is still misunderstanding

**Assessment:**

**Whiteboard responses and Problem Solving 6-8 to be passed out in English**