

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>我会写出减法算式来解答比较的应用题。</i>		Students will use the phrases more than and less than when talking about comparison subtraction problems. <i>当我们比较减法的问题，我会用多于和少于的词语。</i>
Essential Understanding: Separating parts from a whole and comparison are two interpretations of subtraction.		Academic Vocabulary for Word Wall: Listen: 多, 少, 多少 Read: 多, 少, 多少 Write: Speak: 多, 少 Sentence Frame: 比 ____ 多。比 ____ 少。
Materials: • Connecting cubes (teaching tool1) • Student whiteboards • Guided Practice Sheets		Additional Lesson Vocabulary: 多于, 少于, 比较, 多多少?
Lesson: Stories About Comparing		Instructional Time: 45 mins
Opening: (5 minutes)		
T: “如果你知道怎么写减法算式来解答关于分开的应用题，请把手放在头上。” S: will put their hands on head, watch for those who hesitate or don't understand the words separating or subtraction sentence T: 今天你们会学习怎么为关于比较的问题写减法算式。桌上有一堆书。我需要 2 个学生来帮忙。 “我知道 ____ 喜欢看书。我来给他 3 本书。” Give Student #1 3 books to hold. “我知道 ____ 也喜欢看书，所以我要给他 7 本书。” Give Student #2 7 books to hold. “谁有比较多本书？请用手指比给我看。” S: will point to Student #1 T: “现在用手指比出哪个学生有比较少本书。” S: will point to Student #2. Some may not understand fewer. T: “我们可以怎么找出学生 2 多学生 1 几本书？你有 30 秒钟来想出一个办法。” Let Student #1 and #2 sit back down, give all students some time to think. T: “请告诉你旁边的同学。” S: will turn and share with partner, 30 seconds T: “我叫到你，请跟我分享你的同学说了什么。” S: will tell the class what they heard their partner say.		
Introduction to New Material (Direct Instruction): (10 minutes)		
T: “很好，现在我来用方块来示范。如果我把三个方块叠起来然后再把 7 个方块叠起来。两个放一起你就可以知道多记本了。Hold the stacks of cubes up (or project or draw them on the board), demonstrating how to compare the two stacks. “请跟我一样做出两叠方块，一个有 3 个另一个有 7 个。” S: will make stacks T: “数数看比较高的这叠多几个方块。” S: will use cubes to compare the numbers T: “把多余的方块折下来所以两叠是一样高的。你折下了几个方块，这就会是你的答案。” “现在我们要写出一个减法算式。我们要从比较高的那叠开始：7。” Write 7 on the board. “然后我们要减掉小的那叠：3” Write 3 on the board. “我们剩下 4 个，所以那时我们的答案。学生 2 比学生 1 多 4 本书。” “我们再来做一题。7 只咖啡色的狗和 12 只黑色的狗玩在一起。黑色的狗比咖啡色的狗多几只？用方块来解答。” S: will use cubes to make the two stacks. T: “比较两叠方块。比较高的那叠多几个方块？” S: will count the cubes to find how many more T: “跟旁边的同学分享你的答案，然后用手指比给我看。” S: will use fingers to show the number. T: “很好，我们来写出一个减法算式。” “我要把最大的数字写在第一个空格里，然后写出减号，之后要写出比较小的数字。我们的答案是 5，黑色的狗比咖啡色的狗多 5 只。”		
Guided Practice: (10 minutes)		
T: “现在换你和同学练习了。你们要做第 19 页然后用方块来帮忙。一个学生要把应用题念出来，另一个会用方块来		

做出两叠，比较然后找出多几个。然后请你们写出减法算式。”

Clap hands, students get ready to listen.

Use the modeling cycle:

Teacher Does:

T: “我们一起来做。跟我一起念：Rose 带了 ____只狗去遛狗。Tom 带了 ____只狗去遛狗。Rose 的狗比 Tom 的狗多 ____只。”

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

T: “我们可以看到两叠方块。红色的方块比蓝色的方块多几个？”

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

T: 我们来看这题的减法算式。跟我一起念 $5-3=2$

S: Will follow along with it as they read out loud.

T: Rose 遛的狗比 Tom 多两只。听这个句子，请用大拇指比出它是不是正确的。Tom 遛的狗比 Rose 少两只。

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

T: “我们来看方块来找出答案。红色的方块多两个。所以你也可以说蓝色的方块少两个。告诉你旁边的同学为什么。”

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

2 Students Do with Teacher:

T: “我需要 2 个学生来帮我。”

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

T: “请念出来。”

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

T: “他们已经帮你们叠好方块了，所以你们只需要比较然后写出减法算式。”

Independent Practice: (10 minutes)

T: 现在换你自己做第 2—5 题了。请把“多”或“少”这两个字圈起来。你有 8 分钟来完成。”

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: “今天做得很好。我们再来做几题来练习。” Pick three people with glasses and 5 without glasses to come up front and stand in two lines. 跟我一起数有几个人戴眼镜 1,2,3. 很好，有几个人没有戴眼镜？1,2,3,4,5. 好!”

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

T: “戴眼镜的人比没有戴眼镜的人少几个？请用白板来画图做比较，写一个减法算式然后把答案圈起来。”

S: will use whiteboards to draw and answer.

T: “请给我看你的白板。” watch for those who are struggling and make not of which step is the challenge. Excuse the kids at the front to go back to their spot on the rug. “很好。”

“我有 1 颗葡萄。我的妹妹有 6 颗葡萄，她的葡萄比我的多几颗？请写在白板上。”

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: “请把东西收起来。”

Assessment:

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