Grade 2		Lesson: 3-1	Reference to English
Math Standard(s): 2.OA.1		**Domain: Operations and Algebraic Thinking**	
Content Objective(s):		**Language Objective(s):**	
Students will subtract 0, 1 , and 2 from a number by applying the concepts of 0 less than, 1 less than and 2 less than. *I can subtract 0, 1 , and 2 from a number by applying the concepts of 0 less than, 1 less than and 2 less than.*		Students will use the phrase less than to talk about subtraction sentences. *I can use the phrase less than to talk about subtraction sentences.*	
Essential Understanding: The number relationships of 0 less than, 1 less than and 2 less than are the basis for subtraction facts with 0, 1 , and 2.		**Academic Vocabulary for Word Wall:** **Listen:** less than, fewer than **Read** **Write:** **Speak:** less than, fewer than **Sentence Frame:** **___ less than, fewer than**	
Materials: • **Connecting cube (teaching tool 1)** • **Number cube (Teaching tool 30)** • **Guided Practice Sheets**		**Additional Lesson Vocabulary:** less than, fewer than	
Lesson: Subtracting 0,1,2		**Instructional Time: 30 mins**	

Opening: (3 minutes) –

T: **"If I have 5 apples, and I give one away so I have 1 fewer, how many apples do I have?. Clap the answer with me"**
S: will clap 4 times

T: **"And if I have 5 apples and I give away two, so I have two fewer than 5, how many do I have ? Clap with me."**
S: " 1,2,3"

T: **"Good! So you already know addition is how we solve *more than*, today we'll use subtraction to solve *less than* stories."**

Introduction to New Material (Direct Instruction): (5 minutes)
Arrange children in pairs. Give each pair connecting cubes, a number cube, and page 71
On the board, write 2
T: **" Show this number with your cubes in the space on page 71. How many cubes show 0 less than 2? What is another way to say 0 less than? Tell your partner.**"
Either draw cubes on the board, or project you page so the class can see. Write 2-0=
Do not take away any cubes.
T: **"Next to 0 less on your paper, write in 2-0= 2**
T: **"Now start with two again and show me 1 less than 2. How many cubes did you remove? Hold them up"**
S: will hold up one cube
T: **"How many cubes are left? Show me with your fingers"**
S: will hold up one finger
T: **"Now write 2-1=1. This time let's do 2 less than 2. Do you have any left on your paper? Thumbs up or down"**
S: will use thumbs to answer, no
T: **Write that sentence on your paper.**
"How are 0 less, 1 less and 2 less than related to subtraction?

Guided Practice: (8 minutes)
T: **"Now it's your turn to try it with a partner. Roll your number cube to see how many cubes to put in the space on your paper, then find and write in 0,1, and 2 less than."**
S: will practice with partners, doing number 2-4.
Use the modeling cycle:
Teacher Does:
T: **" Now look at page 72. Find number one and point to it"**
S: Students will point to number 1
T: **"We will draw lines from the subtraction sentences to match 0, 1, or 2 less, then find the answer. 5-2= "** Draw a line to the 2 less than.
"Two less than 5 is three. Write in 3 with me."
S: will write in 3.
T: **" problems 2-5 are just like that. But starting at number 6, they just give you the subtraction sentence and you find the answer. You may use your cubes if you want."**

2 Students Do with Teacher:

T: "Now I'm going to ask 2 helpers to lead us in doing number 6 , using their cubes."

S: two students will come up and lead the class in doing number 6

Independent Practice: (7 minutes)

T: "Now you have time to practice on your own. Do through number 17. If you finish early, draw pictures by each problem to match the math story."

S: will work independently

Walk around the room watching how students are using their cubes.

Closing: (5 minutes)

Pass out half-sheets of paper

T:" I'm going to tell you a story. On your paper, draw a picture to show how you solve it, then write your subtraction sentence and answer.

Matt and Mo are playing with rocks. Mo has 4 rocks. Matt has 2 less than her. How many rocks does Matt have?"

S: will draw

T: Check student's responses for understanding

Assessment:
Half-sheet of paper response