

Grade 2	Lesson: 3-2	Reference to English
Math Standard(s): 2.OA.1 Domain: Operations and Algebraic Thinking		
Content Objective(s):		Language Objective(s):
Students will use addition doubles facts to solve subtraction problems. 我会用加法的倍数来解答减法问题。	Students will use the phrase "I know that double ____ is ____ so _____." 我会用“我知道 ____ 的倍数是 ____ 所以 _____。”	
Essential Understanding: Addition and subtraction have an inverse relationship. This can be used to find subtraction facts; every subtraction fact has a related addition fact	Academic Vocabulary for Word Wall: Listen: 想, 倍数, 来帮助你 Read: 所以 Write: Speak: 倍数 Sentence Frame: 我知道 ____ 的倍数是 ____ 所以 _____.	
Materials: <ul style="list-style-type: none"> • Connecting cubes (teaching tool 1) • Number Cards 0-11 (Teaching tool 2) • Number cards 12-20 (Teaching tool 3) 	Additional Lesson Vocabulary: 所以	
Lesson: Thinking Addition to Subtract Doubles		Instructional Time: 40 mins
<p>Opening: (5 minutes) – T: “我说出倍数算式时, 请说出答案。” S: will respond T: “2 的倍数。5 的倍数。” Repeat to review all the double facts they know “很好, 你已经学会怎么用倍数来做加法了。今天你会学习怎么用倍数来做减法。”</p> <p>Introduction to New Material (Direct Instruction): (8 minutes) Arrange children in pairs. Give each pair connecting cubes, even number cards (2-18) , and page 75 Hold up two different colored cube trains of 7 cubes each. T: “这些方块显示哪个倍数算式? 告诉你旁边的同学。” S: Will tell their partner double 7 T: “请用手指写下它的加法算式。” S: will use finger to write $7+7=$ in the air T: “想一想, 你可以怎么用倍数来帮助你做出 $14-7$?” Write it on the board. S: will work in pairs to solve. T: “请分享你有什么主义。” S: will share ideas with the class Write the numbers 9 and 10 large on the board T: “这些数字里哪一个是倍数? 你怎么知道?” S: will raise hands to share ideas with the class. (10 can be broken up into 2 equal parts) T: 哪个倍数的总和是 10? 用手指比给我看。 S: will hold up 5 fingers T: 很好。Write the number 14 on the board. Choose a volunteer to come to the front. 你可以把 14 个方块平均分成一样长的两条方块吗? ” S: will make 2 trains of 7 T: 一共有几个方块? S: 14 T: 我们可以怎么写出倍数算式? S: $7+7= 14$ T: “你也可以用减法来写出倍数的算式。” Write $14-7= 7$ T: “我知道 7 的倍数是 14, 所以我知道 $14-7=7$”</p> <p>Guided Practice: (12 minutes) T: “现在换你和同学练习了。一个学生要选一张数字卡, 然后你们要一起把数字分成相等的部分并写下倍数的加法算式。在下面请写出倍数的减法算式。请记得说出 “我知道 ____ 的倍数是 ____, 所以 _____。” S: will practice with partners, doing page 75 in partners. <u>Use the modeling cycle:</u> Clap hands</p>		

Teacher Does:

T: “请看第 76 页。把手指放在第一题上。”

S: Students will point to number 1

T: “我们会用倍数来解答减法问题。第一题是 $2-1=$ ____。先想想什么的倍数是 2。告诉你旁边的同学。”

S: will whisper $1+1$ or double 1

T: “我们要在下一个空格里写 $1+1=2$ 。接下来我们看到 $2-1=$ ____。我们知道答案是 1，所以我们要写下 1。”

S: will write in 1.

T: “第 2-4 题很相似。请看第 5 题。第 5-8 题和第 1-4 题有什么不一样？”

S: will say there are no counting cubes.

T: “对，所以你需要先找出倍数，写在下面的空格里，然后写下答案。如果需要，可以用方块。”

2 Students Do with Teacher:

T: “我需要 2 个学生来帮忙。”

S: two students will come up and lead the class in doing number 5

Independent Practice: (7 minutes)

T: “现在换你自己做了。请做到第 9 题。”

S: will work independently

Walk around the room watching how students are working.

Closing: (5 minutes)

Pass out half-sheets of paper

T: “ 我会在白板上把一个应用题画出来，然后你们要在纸上写出倍数算式，然后写出减法算式。”

Draw story. (Suggestion: A person holding 5 kites, 5 flying away in the sky.)

S: will write, then turn in.

T: Check student's responses for understanding

Assessment:

Half-sheet of paper response