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| **Grade 2** | **Lesson: 3-3** | Reference to English |
| **Math Standard(s): 2.OA.1 Domain: Operations and Algebraic Thinking** |
| **Content Objective(s):** | **Language Objective(s):** |
| Students will find differences by using related addition facts to 10.*I can find differences by using related addition facts to 10.* | Students will use the phrase “I know that\_\_\_\_\_, so \_\_\_\_\_\_\_\_\_\_\_.”*I can use the phrase “I know that\_\_\_\_\_, so \_\_\_\_\_\_\_\_\_\_\_.”* |
| **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: addition to ten****Read: so****Write:****Speak: I know that, If, then****Sentence Frame:** **I know that\_\_\_\_\_, so\_\_\_\_\_\_\_.**If\_\_\_\_\_ then\_\_\_\_\_\_ |
| **Materials:*** **Subtraction Fact cards**
* **Two color counters ( Teaching tool 10)**
 | **Additional Lesson Vocabulary:**I know If\_\_\_\_\_ then\_\_\_\_\_\_ |
| **Lesson: Thinking Addition to 10 to Subtract** | **Instructional Time: 40 mins** |
| **Opening: (5 minutes) –** **T: “I’m going to say a number. I want you to tell me as fast as you can what to add to that number to make ten. Ready?”****T: “5”**S: “5”**T: “7”**S: “3”Etc, until you’ve reviewed all the 10 facts.**T: “ Great! You’ve learned how to use doubles to help you with subtraction. Today we’re going to learn how to use our addition facts to help us with subtraction too.”****Introduction to New Material (Direct Instruction): ( 8 minutes)**Each child should have 10 countersHave 8 volunteers stand at the front of the class.**T: “Count with me how many kids are standing here. 1,2,3,4,5,6,7,8.”**Have 3 children go sit down.**T: “I want to know how many children sat down. I see 5 children still standing here. I know we had 8 to begin with.”**On the board, write 8-5=**T: “We can use an addition fact to find the answer. What number has to be added to 5 to get 8? If you know, whisper it quietly to your neighbor.”**Write in 3 on the board. Then write 5+3 under the subtraction sentence.**T: “If 5+3 is 8, then 8-5 is what number?”**S: “3”**T: “So I know 3 students sat down.”****T: “Put 7 counters in a row yellow side up. Flip the first three counters so the red side is up. What addition sentence do the counters model? Whisper it to me:”**S: Whisper “3+4”Write 3+4=7 on the board. Then write 7-4=\_\_\_\_\_ next to it**T: “How can knowing 3+4=7 help you solve 7-4=\_\_\_?”**S: will share ideas with the class**T: “Look at the counters again. 3 red, 4 yellow. Your counters show 7 as two parts. 3 and 4 make 7. So if you take away the 4 yellow counters, what are you left with?**S: “3 red counters”**T: “Since you know that 3+4=7, what is 7-4?”**S: “3”**T: “Look at number 1. Write with me 3+4=7, so 7-4=3.”**S: write **Guided Practice: (10 minutes)****T: “Now it’s your turn to try it with a partner. One partner will pick a card with a subtraction sentence on it and model the whole with counters all yellow side up. The other partner then flips over counters to match the number being subtracted on the card. Then both write in the addition and subtraction sentence in the spaces. Each time say “I know that \_\_\_\_\_\_so\_\_\_\_\_\_\_. For example, I know that 3+4=7, so 7-4=3.”****“When you hear me clap my hands, put your counters and cards down and get ready to listen. “**S: will practice with partners, doing page 79*Use the modeling cycle:*Clap handsTeacher Does:**T: “ Now look at page 80. Find number one and point to it”**S: Students will point to number 1**T: “This is just like what you’ve been doing in partners, now you get to do it by yourself. There are 5 counters, 3 yellow, and 2 red. We first write in 2+ \_\_=5? 3. So 5-2= \_\_\_\_? 3”**2 Students Do with Teacher:**T: “Let’s have 2 helpers come show us how to do number 5, using their own counters.”**S: two students will come up and lead the class in doing number 5**Independent Practice: (7 minutes)****T: “Now you have time to practice on your own. Do through number 11. If you finish early, draw pictures by each problem to match the math story.”**S: will work independentlyWalk around the room watching how students are using their counters. **Closing: (5 minutes)**Pass out half-sheets of paper**T:” I’m going to tell you a story. On your paper, draw the story, and then write both the addition sentence and the subtraction sentence to go along with it.”****“Becky has 5 crayons. Joy has 3 fewer crayons. How many crayons does Joy have?”**S: will draw and solve, then turn in.Check student’s responses for understanding |
| **Assessment:** |
| **Half-sheet of paper response** |