

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>我会用到 10 的相关加法算式来找出差。</i>	Students will use the phrase "I know that _____, so _____." <i>我会用“我知道 _____, 所以 _____”</i>	
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: 到十的加法 Read: 所以 Write: Speak: 我知道, 如果, 那么 Sentence Frame: 我知道 _____, 所以 _____。 如果 _____ 那么 _____	
Materials: • Subtraction Fact cards • Two color counters (Teaching tool 10)	Additional Lesson Vocabulary: 我知道 如果 _____ 那么 _____	
Lesson: Thinking Addition to 10 to Subtract		Instructional Time: 40 mins
Opening: (5 minutes) –		
T: “我会说出一个数字然后我要你告诉我加什么数字来凑成十。”		
T: “5”		
S: “5”		
T: “7”		
S: “3”		
Etc, until you've reviewed all the 10 facts.		
T: “很好, 你已经学会怎么用倍数来帮助你做减法了。今天你会学习怎么用加法算式来帮助你做减法。”		
Introduction to New Material (Direct Instruction): (8 minutes)		
Each child should have 10 counters. Have 8 volunteers stand at the front of the class.		
T: “跟我一起数这里有几个学生站在这里 1,2,3,4,5,6,7,8.” Have 3 children go sit down. “我想要知道有几个学生坐下来了。我看到这里还有 5 个学生站着。我也知道一开始有 8 个学生。” On the board, write $8-5=$ “我们可以用加法算式来找出答案。5 加什么数字等于 8? 告诉你旁边的同学。”		
Write in 3 on the board. Then write $5+3$ under the subtraction sentence.		
T: “如果 $5+3$ 是 8, 那么 $8-5$ 是什么?”		
S: “3”		
T: “所以我知道有 3 个学生做下来。把 7 个黄色的计数板放一排。把前面三个翻成红色的。你可以为计数板写下什么加法算式?”		
S: Whisper “ $3+4$ ”		
Write $3+4=7$ on the board. Then write $7-4=$ _____ next to it		
T: “知道 $3+4=7$ 怎么可以帮助你解答 $7-4=$ _____?”		
S: will share ideas with the class		
T: “再看一下计数板。3 个红色的, 4 个黄色的。你的计数板显示 7 的两个部分。3 和 4 等于 7。所以如果我拿掉 4 个黄色的计数板, 你还剩下几个?”		
S: “3 red counters”		
T: “因为你知道 $3+4=7$, 那么 $7-4$ 是什么?”		
S: “3”		
T: “看第 1 题。跟我一起写下 $3+4=7$, 所以 $7-4=3$ 。”		
S: write		
Guided Practice: (10 minutes)		
T: “现在换你跟同学练习了。一个学生要选一张有减法算式的卡然后用黄色的计数板来代表这个数字。另一个学生要用计数板来显示出被减掉的数字。之后你们两个要一起写下加法和减法算式。请记得说出 “_____ 所以 _____。” 例如: 我知道 $3+4=7$, 所以 $7-4=3$ 。”		
S: will practice with partners, doing page 79		
<u>Use the modeling cycle:</u>		
<u>Teacher Does:</u>		
T: “现在看第 80 页。把手指放在第一题上。”		

S: Students will point to number 1

T: “现在换你自己做了。你有 5 个计数板，3 个黄色的和 2 个红色的。我们要先写 $2+ _ = 5$? 3. 所以 $5-2= _$?”

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 11 题。”

S: will work independently

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

Closing: (5 minutes)

Pass out half-sheets of paper

T: “我来告诉你一个应用题然后请你在纸上画一个图并写下加法和减法算式。Becky 有 5 支蜡笔。Joy 的蜡笔比 Becky 的少 3 支。Joy 有几支蜡笔?”

S: will draw and solve, then turn in.

Check student's responses for understanding

Assessment:

Half-sheet of paper response