|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade 2** | **Lesson: 3-4** | | | 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 18.  *I can find differences by using related addition facts to 18.* | | 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: matching, if, then**  **Read: so**  **Write:**  **Speak: matching, so, if, then**  **Sentence Frame:**  If\_\_\_\_\_ then\_\_\_\_\_\_ | | |
| **Materials:**   * **Subtraction Fact cards** * **Two color counters ( Teaching tool 10)** | | **Additional Lesson Vocabulary:**  I know  If\_\_\_\_\_ then\_\_\_\_\_\_ | | |
| **Lesson: Thinking Addition to 18 to Subtract** | | | **Instructional Time: 35 mins** | |
| **This lesson is an extension of the previous lesson.**  **Opening: (5 minutes) –**  Write these number sentences on the board: 10-\_\_\_=7 and 7+\_\_\_=10  **T: “The same number needs to go in the blank spaces to make correct number sentences. What number goes in the blanks and how do you know? Turn and talk about it with your partner.”**  S: Will discuss with partners   * Choose a few students to share with the class what they talked about with their partners. Write in 3 in the spaces.   **Introduction to New Material (Direct Instruction): ( 3 minutes)**  Each child should have 18 counters  **T: Today we’re going to keep practicing what we learned yesterday, but today we’ll be working with larger numbers. Use your counters to show me 12, in tow parts, 3 and 9.**  S: will place counters  **T: “ I know that 3+9= 12, so, 12-9= \_\_\_? Look at your counters for the answer.”**  S: will look at counters. 3!  Write in three.  **Guided Practice: (5 minutes)**  *Use the modeling cycle:*  Teacher Does:  **T: “Look at page 84 . Find number one and point to it”**  S: Students will point to number 1  **T: “This is just like what you did in partners and on your own yesterday. They have the addition sentence first, then the matching subtraction sentence. The addition says 4+ \_\_\_\_= 6. On the count of three, tell me what you have to add to 4 to get 6. 1,2,3!”**  S: will say 2  **T: “Great, write in 2. Read with me 4+2=6, so 6-4= \_\_\_? 2! Say with me “If 4+2=6, then 6-4=2. Write it in. ”**  2 Students Do with Teacher:  **T: “Let’s have 2 helpers come show us how to do number 2, using their own counters.”**  S: two students will come up and lead the class in doing number 2  **Independent Practice: ( 10 minutes)**  **T: “Now you have time to practice on your own. Do through number 13. If you finish early, draw pictures by each problem to match the math story. When I clap my hands, clean up your counters and meet me at the rug.”**  S: will work independently   * Walk around the room watching how students are doing.   **Closing: (5 minutes)**   * **Clap hands for children to come over to the rug.**   **T: “Great job today! Now we’re going to play a little game. I’m going turn around and say an addition sentence, and part of it’s matching subtraction sentence. When I turn back around to face you, tell me as fast as you can the answer. Ready?” Turn around and say something like “I know 3+4=7, so 7-4=\_\_\_\_?”** Wait a few seconds, then turn back around. S: will say answers out loud.  Repeat a few times. | | | | |
| **Assessment:** | | | | |
| **Page 86** | | | | |