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| **Grade 2** | **Lesson: 3-5** | Reference to English |
| **Math Standard(s): 2.OA.1 Domain: Operations and Algebraic Thinking** |
| **Content Objective(s):** | **Language Objective(s):** |
| Students will use the make- 10 strategy to subtract.*I can use the make- 10 strategy to subtract.* | Students will use the phrase “I know that \_\_\_\_and\_\_\_\_make 10, so \_\_\_\_\_\_\_\_ is \_\_\_\_\_.”*I can use the phrase “I know that \_\_\_\_and\_\_\_\_\_make 10, so \_\_\_\_\_\_\_\_ is \_\_\_\_\_.”* |
| **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: double ten frame, make a ten****Read: so****Write:****Speak: so, make a ten****Sentence Frame:** “I know that \_\_\_\_and\_\_\_\_\_make 10, so \_\_\_\_\_\_\_\_ is \_\_\_\_\_.”“Make a ten.” |
| **Materials:*** **Double Ten-Frame Mat (Teaching tool 6)**
* **Two color counters (Teaching tool 10)**
 | **Additional Lesson Vocabluary:****Make a ten** |
| **Lesson: Making 10 to Subtract** | **Instructional Time: 35 mins** |
| **Opening: (5 minutes) –** **Draw two ten-frames on the board (or project them)****T: “What does a ten-frame show you about a number like 13? Think to yourself for 10 seconds and when I say pizza, turn to your partner and tell them what you think.”**S: will think, then share**T: Choose a few students to share with the class. “ If I draw 13 circles, I’m going to fill one ten frame all the way up, and have three left- over to put in the other one. It helps me see 13 is a ten and 3 ones. Sometimes when we’re adding, it helps to make a ten.”****Introduction to New Material (Direct Instruction): ( 3 minutes)**Arrange students in pairs. Each pair should have a double ten frame mat and counters.**T: On the board, write this problem (draw pictographs in for the words they can’t read yet): There are 14 ladybugs on a leaf. 6 fly away. “Use your ten-frames and counters to help you find how many ladybugs are left on the leaf.”**S: will work in pairs**Clap for attention****T: “How do we show a number greater than 10 on these mats?”**S: Use two ten frames**T: “So to show 14 lady bugs, we fill up one frame and still have 4 to put in the other. The two frames together now show us 14. If your didn’t look like this, you can fix it now.”**S: will arrange counters correctly.**T: “To show how many bugs flew away, take away counters. Let’s take away all the counters in our second ten frame. Show me with your fingers how many that was.”**S: will hold up 4 fingers**T: “Since you already took away 4 counters, and you need to take away a total of 6 counters, how many more do you need to take away?”**S: 2**T: “Correct. 14 minus 6 may be hard, but 10 minus 2 isn’t! You already know that’s 8. You can use ten frames or make a ten in your head to help you with subtraction with bigger numbers.”****Guided Practice: ( 12 minutes)****T: “Now you get to think of a few stories with lady bugs using a number bigger than 11. Tell your partner the subtraction story, then use your ten frames and counters to make a ten and solve. Say the phrase “I know that \_\_\_\_and\_\_\_\_\_make 10, so \_\_\_\_\_\_\_\_ is \_\_\_\_\_.”****When you hear me clap, times up. Go! ”***Use the modeling cycle:*Teacher Does:**T: “Look at page 88 . Find number one and point to it”**S: Students will point to number 1**T: “This is just like what you did in partners. Our subtraction sentence is 15-8. A little bit hard. But. We can look at the counters in the ten frames and see if we take away 5 first, that makes a ten. They’ve given you a spot to write in 15-5=10. Write it in now.”**S: will write in 5**T: “Now we’ve already taken away 5. How many more do we have to take away until we’ve taken away 8? Show me with your fingers.”**S: will hold up three fingers**T: “So in the next space they’ve written 10-\_\_\_=7. Write in 3.”**S: will write in 3**T: “Your final answer is 7. By making a 10, we could solve that hard subtraction problem. We just broke it into steps.”**2 Students Do with Teacher:**T: “Let’s have 2 helpers come show us how to do number 3, using their own counters. For numbers 3-8, they don’t show you any counters or help you with the steps. Please use counters and write in your steps to the side.”**S: two students will come up and lead the class in doing number 3.**Independent Practice: (10 minutes)** **T: “Now you have time to practice on your own. Do through number 8. Remember to use your double ten frame mat and counters.”**S: will work independentlyWalk around the room watching how students are using the counters and ten frames. **Closing: (5 minutes)****T: “Great job today! Now I’m going to give you a piece of paper. On your paper, please draw a picture to show how you can make a ten to help you solve 14-7. You have three minutes.”**S: will drawClap hands for attention**T: Please turn to your partner and share your picture with them. Each of you should say “ I know that \_\_\_and \_\_\_\_make ten, so\_\_\_\_\_” when you’re explaining. Go!”**S: will share pictures with partner |
| **Assessment:**  |
| **Collect half-sheets of paper and assess children’s understanding** |