|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 independently  Walk 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 draw  Clap 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** | | | | |