

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. 我会用凑成10的技巧来做减法。		Students will use the phrase "I know that ___ and ___ make 10, so _____ is _____." 我会说：“我知道___和___凑成10, ___是_____。”
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: 双十方格/两个十方格, 凑成十 Read: 所以 Write: Speak: 所以, 凑成十 Sentence Frame: “凑成十。” “我知道___和___凑成10, ___是_____。”
Materials: • Double Ten-Frame Mat (Teaching tool 6) • Two color counters (Teaching tool 10)		Additional Lesson Vocabulary: 凑成十
Lesson: Making 10 to Subtract		Instructional Time: 35 mins
Opening: (5 minutes) – Draw two ten-frames on the board (or project them) T: “十方格要怎么显示出13? 告诉你旁边的同学。” S: will think, then share T: Choose a few students to share with the class. “如果我画圈圈, 我会把一个十方格填满然后剩下的三个要放在另一个十方格里。十方格可以帮助我清除看到13是1个十和3个一, 而且凑成十会帮我们比较容易做出加法。”		
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): 叶子上有14只瓢虫。6只飞走了。用十方格和计数板来找出叶子上还剩下几只瓢虫。” S: will work in pairs Clap for attention T: “我们要怎么在十方格上显示大于10的数字?” S: Use two ten frames T: “所以我们需要填满一个十方格然后把4个放在另一个十方格里来显示14只瓢虫。如果你的跟我的不一样, 请改正。” S: will arrange counters correctly. T: “我们需要拿走计数板来代表飞走的瓢虫。我们从第二个十方格里开始拿计数板。用手指比给我看要拿走几个。” S: will hold up 4 fingers T: “你已经拿走4个计数板了, 但是你一共要拿走6个, 所以你还还需要拿走几个?” S: 2 T: “对, 14减6很难, 但是10减2很容易。你已经知道答案是8了。所以你可以用十方格或凑成十来帮助你做比较大的数字的减法。”		
Guided Practice: (12 minutes) T: “现在换你想出一个大于11的瓢虫故事了。告诉你旁边的同学你的应用题然后用十方格和计数板来解答。记得说出“我知道___和___是10, 所以_____是_____。”		
<u>Use the modeling cycle:</u> <u>Teacher Does:</u> T: “看第88页。把手指放在第一题上。” S: Students will point to number 1 T: “减法算式是15-8。有点难, 但是我们可以用十方格和计数板来帮我们先减掉5, 因为之后我们就会剩下十。15-5=10。请写下来。” S: will write in 5 T: “现在我们已经减掉5了, 我们还需要减掉几个才会减8? 用手指比给我看。” S: will hold up three fingers T: “所以在下一个空格里10-___=7, 你要写下3。”		

S: will write in 3

T: “你的答案是 7. 凑成 10 可以帮助我们解答比较困难的减法问题。”

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 3.

Independent Practice: (10 minutes)

T: “现在换你自己做了。做到第 8 题。”

S: will work independently

Walk around the room watching how students are using the counters and ten frames.

Closing: (5 minutes)

T: “今天做得很好。现在我要给你们一张纸，请在上面显示出你要怎么把 $14-7$ 凑成十来帮助你解答。你有 3 分钟。”

S: will draw

Clap hands for attention

T: 请跟你旁边的同学分享你所画的。记得说出“我知道 ___ 和 ___ 是十，所以 ___”

S: will share pictures with partner

Assessment:

Collect half-sheets of paper and assess children's understanding