

Grade 2	Lesson: 5-4	Reference to English
Math Standard(s): 2.NBT.5 and .8 Domain: Number and Operation in Base Ten		
Content Objective(s):		Language Objective(s):
Students will identify and write numbers that are ten more and ten less than given numbers. <i>I can identify and write numbers that are ten more and ten less than given numbers.</i>		Students will use the words more and less than when talking about number relationships. <i>I can use the words more and less than when talking about number relationships.</i>
Essential Understanding: Our place value number system makes it easy to name the number that is ten more or ten less than any other given number simply by adjusting the number in the tens place.		Academic Vocabulary: Listen: ten more, ten less, above, below Read: ten more, ten less Write: Speak: ten more, ten less, above, below Sentence Frame: _____ is ten more than _____. _____ is ten less than _____.
Materials: • Hundred Chart (teaching tool 13)		Language and Word Wall: more, less, above, below
Lesson: Ten more or ten less		Instructional Time: 35 mins
<p>Opening: (1 minutes) – T: “You’ve learned how to use the words before and after to talk about numbers, and find numbers one before and one after. Today we will learn how to easily find numbers that are ten more and ten less. Before we start, let’s practice with our tens. We’re going to whisper count to 100. Every time we get to a new ten, like 10, 20, 30 etc., say it really loud and put both hands in the air, like this!” S: will count quietly as a class with the teacher. When they get to 10,20,30,40 etc, they will say it loud and put both hands in the air.</p> <p>Introduction to New Material (Direct Instruction): (8 minutes) T: “Juno is 10 years younger than her cousin Dan. Dan is 24. How old is Juno? Draw part of a hundred’s chart on the board, or project one large T:” I need someone to com up here and show us where 24 is on the chart.” S: one student will go circle 24 T: “Does anyone have any ideas about a way we could find the number that is 10 less than this number? I’ll give you ten seconds to think, then let’s hear some ideas.” S: a few students will share with the class their ideas T: “ Can I show you a trick? Finding the number ten less means just taking away one of the tens, or moving directly above this number, like this. Point your fingers up or above.” S: will point upwards. T: “And to find the number 10 more, you’re just adding a ten, so you can go directly down, or below, like this. Point down, or below.” S: will point down T: “Let’s try another. I’m going to circle a number. I want you to take turns asking your partner what number is 10 more, and 10 less than that number. When you answer, say 10 more than ___ is _____. Or 10 less than ___ is _____.” Write the two sentence frames on the board. T: “Ready?” Circle a number and cover it up so they can’t see. Uncover it. “Go!” S: will talk with partner T: “Great! One more.” Circle one more number and have them repeat the process. S: will again practice in partners T: “So look at this hundreds chart again. Point to which direction (up or down) we should go to find smaller numbers?” S: will point up or left. T: “Good! Yes. The smaller numbers are at the top. So to find numbers less than another number, you need to count back, or move up. What about the big numbers, or to find numbers more than another number. Point to which direction.” S: will point down or right T: “Good! Yes, you can count on, so moving up or right.”</p> <p>Guided Practice: (12 minutes) Each student should have a hundred’s chart <i>Use the modeling cycle</i> Teacher Does: T: “Look at page 140. Find number one and point to it”</p>		

S: Students will point to number 1

T: "Just above number one are some instructions. Read them out loud with me."

S: will read out loud as a class

T: "So we will use our hundreds chart to find the number 10 more or ten less than the number they give us. Read number one quietly to yourself."

S: will whisper read

T: "Now let's read number one out loud all together. "10 more than 27 is ____". More than. So I need to move which direction?"

S: will point up

T: "Good. Directly above 27 is 37. Let's think if that makes sense." Hold up connecting cubes for 27 (two tens, 7 ones.) "If I add one more ten, now I have 3 tens and 7 ones. Does that make 37? Thumbs up or down."

S: will hold thumbs up

2 Students Do with Teacher:

T: "Let's have 2 helpers come show us how to do number 2."

S: two students will come up and lead the class in doing number 2, using the hundreds chart.

Independent Practice: (5 minutes)

T: "Now you have time to practice on your own. Do through number 18. You have 7 minutes. Go!"

S: will work independently

Walk around the room, watching students work.

Closing: (5 minutes)

Gather students at the rug.

T: "Great job today! Let's play a little game. I'm going to tell you a riddle. You get to guess which number I'm thinking of from the clues I give you.

I am thinking of a number on this hundreds chart. Ten more than this number is 33. Ten less than this number is 13. If you think you know what the number is, close your eyes. I'll give you two more clues. One more than this number is 24. One less than this number is 22. On the count of three, tell me what the number is. 1,2,3!"

S: 23!

T: "Great! I'll do one more, then I'm going to pick someone to come up front and think of their own riddle for the class."

Do one more riddle then let a child come share their riddle.

T: Very last, I want all of you to think of a number. When I say go, tell the ten more and ten less clues to your partner and each try to solve the other's riddle. Go!"

S: will tell riddle to their partner.

Assessment:

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