

| Grade 2 | Lesson: 7-1 Subtracting Tens | Reference to English |
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| Math Standard(s): 2.NBT.8 (also 2.NBT.5 and 2.NBT.9) Domain: Numbers and Operations in Base Ten | | |
| Content Objective(s): | | Language Objective(s): |
| Students will subtract multiples of 10 from two-digit numbers using mental math. <i>I can subtract multiples of 10 from two-digit numbers in my head.</i> | | Students will explain the order they use to subtract by tens. <i>I can explain how I subtract by tens.</i> |
| Essential Understanding: Subtracting tens is like subtracting ones. | | Required Academic Vocabulary for Word Wall: Listen: Read: Write: Speak: Sentence Frame: |
| Materials: <ul style="list-style-type: none"> • Little Ten-Frames (Teaching Tool 7) • Whiteboards, erasers and markers • Subtracting Ten Page (page 187) • Guided Practice (Page 188) | | Additional Lesson Vocabulary: Crayon, subtract, minus, add, tens |
| Lesson: | | Instructional Time: 30 -35 minutes |
| <p>Opening: (5 minutes) T: "You have learned how to add using mental math. Today, you will learn to subtract using mental math." T: "Let's do an addition sentence using mental math." <ul style="list-style-type: none"> • Write $24 + 20 = \underline{\quad}$ on the board. T: "What do I do first? Tell your neighbor." <i>S: will tell their neighbor, "add the tens."</i> T: "First I add the tens. 20 plus 20 equals 40. I will write 40 on the board. What do I do second?" <i>S: will respond, "add the ones."</i> T: "Yes, I add the ones. 0 plus 4 equal what? Show me with your fingers." <i>S: will show 4 with their fingers.</i> T: "40 plus 4 equals, every one say it together, 44. I will write that down. Turn to your neighbor and say the original addition sentence." <i>S: will say to their neighbor, "24 + 20 = 44."</i></p> <p>Introduction to New Material (Direct Instruction): (7 minutes) T: "Now let's subtract. I will write a blank subtraction sentence on the board." <ul style="list-style-type: none"> • Write a blank subtraction sentence on the board. T: "You have 98 pencils. I will write 98 on the board." <ul style="list-style-type: none"> • Write 98 on the first blank. T: "You give 20 pencils to your friend. I will write 20 on the board." <ul style="list-style-type: none"> • Write 20 on the second blank. T: "How many pencils are left? You need to mentally subtract." <i>S: will mentally subtract $98 - 20 = \underline{\quad}$.</i> T: "Times up. When we added two-digit numbers we counted by tens. Do you think we could subtract the tens as well? Thumbs up or down." <i>S: will show thumbs up or down.</i> T: "We can! Let's use the tens rods. How many do I need for 98?" <i>S: will respond, "9"</i> T: "Yes, I need 9 tens rods. Count with me, 10, 20, 30, 40, 50, 60, 70, 80, 90." <i>S: will count with the teacher.</i> T: "Now we need to take away 20 or two tens rods. 1, 2. How many do I have left? Tell your neighbor." <i>S: will tell their neighbor, "7" or "70"</i> T: "Count with me, 10, 20, 30, 40, 50, 60, 70. There are 70 left. Don't forget about the ones in 98. When you subtract tens, the ones stay the same. What is 98 minus 20?" <i>S: will respond, "98 - 20 = 78"</i></p> | | |

Guided Practice: (10 minutes)

Use the modeling cycle:

Teacher Does:

T: "I need you to practice 4 more problems with a partner using the Subtracting Tens page (page 187)."

1 Students Does with Teacher:

T: "I need a volunteer to show us how to subtract tens."

- Teacher will choose a student.

T: "The problem is 64 minus 30."

- Write the problem on the board $64 - 30 = \underline{\quad}$.

T: "What do you do first?"

S: *will respond, "first I subtract the tens."*

T: "Yes, you subtract the tens. 60 minus 30 equals, what? Will you count with me? 60, 50, 40, 30."

S: *will count with the teacher.*

T: "60 minus 30 equals 30. What comes next?"

S: *will respond, "next, the ones stay the same."*

T: "What is the answer, $64 - 30 = \text{what?}$ "

S: *will respond, "64 minus 30 equals 34."*

T: "Good job! I liked how you said 1st I subtract tens, next the ones say the same, and $64 - 30 = 34$. When you are working with your partner, remember to say those three sentences."

T: "Thank you for your help. Please take a seat."

2 Students Do:

T: "Now I need two people to help me."

- Teacher will choose 2 students.

T: "I need you two to demonstrate the activity. Remember to say,

- First I subtract the tens
- Next, the ones stay the same
- $\underline{\quad} - \underline{\quad} = \underline{\quad}$.

- Write the sentence frames on the board.

S: *will demonstrate the activity using the sentence frames.*

T: "Good job, thank you. Please take your seat."

All Students Do:

T: "Now it is your turn. At the top of the page there are 4 numbers. You need to use all of those numbers, but only one in each problem. Your starting number is 96. On problem 1 you will write $96 - \underline{\quad} = \underline{\quad}$. You choose the second number."

- Teacher will pass out page 187.

S: *will finish the four problems.*

- Teacher will walk around the room listening to the student conversations and checking their work.

T: "(teacher will clap hands), Time is up! Come back to your spots. 10,9,8,7,6,5,4,3,2,1"

- Collect all the papers.

Independent Practice: (7 minutes)

T: "Now it is your turn to practice on your own. We will do the first problem together and then you will finish 2-5 on your own."

T: "When I call your name you will need to stand up and go to your table."

- Teacher will call out the student names and send them to their tables.
- Teacher will pass out guided practice page 188.

T: "Look at problem 1, $38 - 20 = \underline{\quad}$. What do we do first?"

S: *will respond, "subtract the tens."*

T: "Yes, we subtract the tens. $30 - 20 = \underline{\quad}$. Count with me, 30, 20, 10."

S: *will count with the teacher.*

T: "Next, the ones stay the same. 18. Say the subtraction sentence with me, $38 - 20 = 18$."

T: "Good job, your turn. Do problems 2- 5. You have 4 minutes."

S: *will complete problems 2-5."*

- Teacher will walk around the room checking student work.

T: "(teacher will clap hands), Time is up! Come back to your spots. 10,9,8,7,6,5,4,3,2,1"

- Collect all the papers.

Closing: (3 minutes)

- Pass out whiteboards, erasers, and markers.

T: "Let's do one more problem together. I will tell you a story, but first I need you to write a blank subtraction sentence on your board."

T: "Shandra has 77 crayons on her desk. Write 77 on your board."

S: will write 77 on their board.

T: "She puts 40 crayons into boxes. Write 40 on your board."

S: will write 40 on their board.

T: "How many crayons are left on her desk? Use mental math to subtract tens. Then write the answer on your board."

S: will solve $77 - 40$ on their board and write the answer.

T: "Show me your board. Good, $77 - 40 = 37$. Read the subtraction sentence to your neighbor."

S: will read, " $77 - 40 = 37$."

T: "Well done!"

Assessment:

Guided Practice

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