Grade 2	Lesson: 7-2 Finding Parts of 100	Reference to English

Math Standard(s): 2.NBT.5 (also 2.NBT.9)   Domain: Numbers and Operations in Base Ten

Content Objective(s):	Language Objective(s):
Students will find the missing part of 100 by counting up from the given part. *我会从知道的部分往前数来找出 100 的未知部分。*	Students will explain the order they use to find parts of 100. *我会解释怎么找出 100 的部分。*
Essential Understanding: To find parts of 100, add on ones to make a ten and count on by tens to reach 100.	**Required Academic Vocabulary for Word Wall:** **Listen:** **Read:** **Write:** **Speak:** **Sentence Frame:**
Materials: • 10 Little Ten-Frames for each student (Teaching Tool 7) • Whiteboards, erasers and markers • Subtracting Ten Page (page 191) • Guided Practice (Page 192)	**Additional Lesson Vocabulary:** 拼图，十方格，片

Lesson:	Instructional Time: 30 – 35 minutes

Opening: (3 minutes)
T: "你已经学会怎么找出数字的未知部分了。今天你会学习怎么找出 100 的未知部分。"
• Write 4 + ___ = 10 on the board.
T: "看白板上的题目。未知数字是什么？告诉你旁边的同学。"
S: *will tell their neighbor, "6."*
T: "用手指比出未知数字是什么。"
S: *will show 6 with their fingers.*
T: "所以，4 加 6 等于 10。你怎么找出来的？你从 10 开始然后减 4 吗？10 减掉 4 等于 6. (show on your fingers)"
• Write 40 + ___ = 100 on the board.
T: "就像 6 个一加 4 个一是十，你页可以做 6 个十加 4 个十是 100 一样。看白板上的题目。未知部分是什么？告诉你旁边的同学。"
S: *will tell their neighbor, "60" or "6 tens."*
T: "我来写在白板上。40 加什么等于 100？"
S: *will say, "60" or "6 tens."*
T: "对, 40 + 60 = 100. 把加法算式念给你旁边的同学听。"
S: *will turn to their neighbor and read, "40 + 60 = 100"*

Introduction to New Material (Direct Instruction): (8 minutes)
• Write a blank subtraction sentence on the board.
T: "我来告诉你一个应用题。有个耍把戏的人，他有一个盒子，里面有 100 颗球。我来把它写在最后一个空格里"
• Write 100 on the last blank.
T: "你有 68 颗球了。我来把 68 写在第一个空格里。"
• Write 68 on the first blank.
T: "盒子里还可以放几颗球？我们要怎么解答这个问题？看这个等式 68 + ___ = 100."
T: "68 是 100 的一个部分，未知部分是什么？你需要找出未知数字。"
• Hand out 11 little ten-frames to each student.
T: "用十方格来帮你。为了找出 100 的另一个部分，你要做加法。我们要先把个位数凑成十。我们有 68, 下一个十是什么？"
S: *will say, "70."*
T: "对，70 是下一个十，我们要做 68 加 2 来凑成 70。给我看你的十方格。"
S: *will show 70 with their the-frames.*
T: "很好，你们有 7 个十方格。我们来把它们放在一边。"
S: *will put their 7 ten-frames on one side.*
T: "你还需要几个十才会凑成 100？我们来从 10 数到 100. 跟我一起数 70, 80, 90, 100. 我们还需要几个十？'"
S: *will respond, "3 more tens" or "30."*
T: "没错，我们在另一边放 3 个十方格。70 加 30 等于 100. 我们忘了什么吗？我们从 70 开始吗？告诉你旁边的同学我们从什么开始。"

S: *will tell their neighbor, "we started with 68."*

T: "我们从 68 开始，因为我们先加了 2 来凑成 70。所以我们要把 2 还给 30 来变成 32。我们来写出算式然后请你念给你旁边的同学听。"

S: *will turn to their neighbor and read, "68 + 32 = 100."*

Guided Practice: (10 minutes)
Use the modeling cycle:
Teacher Does:
T: "现在换你和同学练习做这 4 题了。 (page 191)**.**

1 Students Does with Teacher:
T: "我需要一个学生来帮忙。"
- Teacher will choose a student.

T: "题目是 64 + ＿＿ = 100."
- Write the problem on the board 64 + ＿＿ = 100.

T: "你要先做什么？"
S: *will respond, "first I find the next 10."*

T: "对，下一个 10 是什么？"
S: *will respond, "the next 10 is 70."*

T: "下一个 10 是 70, 你需要几个十方格？""
S: *will respond, "7 ten-frames."*

T: "很好，把它门放在这里，接下来呢？"
S: *will respond, "next I add ten to make 100."*

T: "很好，我们一起来数 70, 80, 90, 100. 我们需要加几个十？"
S: *will respond, "we added 3 tens."*

T: "把三个十方格放在这里。我们还需要做什么吗？等式是 70 + 30 = 100. 我们有加一来凑成 10 吗？"
S: *will respond, "yes, we start with 64."*

T: "对，所以你要加上个位数。我们一开始有 64，所以 64 + 36 = 100."
T: "谢谢你的帮忙。请回座位。"

2 Students Do:
T: "我需要 2 个学生来帮忙。"
- Teacher will choose 2 students.

T: "你们要帮我们示范这个活动。记得要说：
  o 先凑成最近的十
  o 接下来要加十来凑成 100
  o 然后再加个位数
- Write the sentence frames on the board.
S: *will demonstrate the activity using the sentence frames.*
T: "谢谢你的帮忙。请回座位。"

All Students Do:
T: "现在换你了。我会在白板上写四个题目。"
  o 17 + ＿＿ = 100
  o 66 + ＿＿ = 100
  o 41 + ＿＿ = 100
  o 82 + ＿＿ = 100
T: "你需要解答这些问题。然后你和同学要轮流解释你怎么找出未知的部分。"
- Teacher will pass out page 191.
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), 时间到，请回地上的座位。"
- Collect all the papers.

Independent Practice: (7 minutes)
T: "现在换你自己做了。我们一起做第一题然后你自己做第 3－10 题。"
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: "看第 1 题，十方格代表什么数字？数数看。"

S: *will count.*

T: "十方格上有 58 个点 10, 20, 30, 40, 50, 51,52,53,54,55,56,57,58. 请在第一个空格里写上 58。"

S: *will will write 58.*

T: "最后一个空格里要写什么？"

S: *will respond, "100"*

T: "对，58 减什么等于 100？g 哦啊宿你旁边的同学你怎么做出来的。"

S: *will say, "first I find the next ten – 60."*

S: *next student says, "then I add tens to make 100 - 40"*

S: 1st student says, "last I add the ones – 58, 42."

S: 2nd students say, "58 + 42 = 100"

T: "58 加什么等于 100？"

S: *will respond, "42."*

T: "没错！58 + 42 = 100. 现在换你了。你有 5 分钟。"

- Teacher will walk around the room checking student work.

T: "(teacher will clap hands), 时间到，请回地上的座位。"

- Collect all the papers.

Closing: (5 minutes)

- Pass out ten-frames.

T: "我们再来做一题。我来告诉你一个应用题。"

T: "Jorge 有一个 100 片的拼图。"

- Teacher will write 100 on the last blank of the addition sentence.

T: "他已经完成 38 片了。"

- Teacher will write 38 + ____ = 100."

T: "我还有几片还没有拼好？我要先做什么？"

S: *will respond, "make the next ten."*

T: "我来凑成下一个十。38 之后的十是什么？告诉你旁边的同学。"

S: *will tell their neighbor, "40."*

T: "40 是下一个十。接下来我要做什么？"

S: *will "add tens to 100."*

T: "我会在白板上写下 40 + ___ = 100。跟我一起数, 40, 50, 60, 70, 80, 90, 100. 我加了几个十来凑成 100。"

S: *will respond, "6 tens" or "60"*

T: "对，我们加了 60. 40 加 60 等于 100. 现在我们要做什么？"

S: *will respond, "the next step is to add the ones."*

T: "对，我们从 38 开始，所以我们要加二来变成 40. 38 加 62 等于 100. 把加法算式念给你旁边的同学听。"

S: *will read, "38 plus 62 equals 100" to their neighbor.*

T: "非常好!"

Assessment:
Guided Practice