

Grade 2	Lesson: 7-3 Subtracting on a Hundred Chart	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 difference between two-digit numbers less than 100. <i>我会找出小于 100 的二位数字的差。</i>		
Essential Understanding: Patterns in a hundred chart can be used to subtract numbers and to develop mental math strategies and number sense.	Required Academic Vocabulary for Word Wall: Listen: Read: Write: Speak: Sentence Frame:	
Materials: <ul style="list-style-type: none"> • Crayons • Hundred chart • Whiteboards, erasers and markers • Subtracting Ten Page (page 191) • Guided Practice (Page 192) 	Additional Lesson Vocabulary: 拼图, 片, 右, 下	
Lesson:		Instructional Time: 30 – 35 minutes
<p>Opening: (3 minutes)</p> <p>T: “你已经学会怎么用百数表来帮助你做加法了。我们一起来做一题。”</p> <ul style="list-style-type: none"> • Write $40 + 35 = \underline{\quad}$ on the board. <p>T: “看白板上的题目。我们要从哪里开始？”</p> <p>S: <i>will say, “at 40.”</i></p> <p>T: “我会在百数表上把 40 圈起来。然后呢？”</p> <p>S: <i>will say, “add the tens.”</i></p> <p>T: “我会加十 40, 50, 60, 70. 我们停在 70. 之后呢？”</p> <p>S: <i>will say, “add the ones.”</i></p> <p>T: “很好，跟我一起数，70, 71, 72, 73, 74, 75. Done! 40 plus 35 equals 75.”</p> <ul style="list-style-type: none"> • Write $40 + 35 = 75$ on the board. <p>Introduction to New Material (Direct Instruction): (6 minutes)</p> <ul style="list-style-type: none"> • Write $57 - 23 = \underline{\quad}$ on the board. <p>T: “我们来用比百数表来做 57 减 23. 我们要从哪里开始？我们从 23 开始。”</p> <ul style="list-style-type: none"> • Circle 23 on the hundred chart. <p>T: “我们要在哪里结束？我们会在 57 结束。”</p> <ul style="list-style-type: none"> • Circle 57 on the hundred chart. <p>T: “数一知道个位数跟 57 的个位数是一样的。跟我一起数 23,24,25,26,27.”</p> <ul style="list-style-type: none"> • Draw a line through the numbers on the hundred chart until you get 27. <p>T: “我们往右移了几格？用手指比给我看。”</p> <p>S: <i>will show 4 fingers.”</i></p> <p>T: “跟我一起数，1,2,3,4. 我们往右移了 4 格。我会把 4 写在白板上。”</p> <p>T: “然后我们要十个一数到 57. 27, 37, 47, 57. 我们数了几个十？跟我一起数 1,2,3 个十。”</p> <ul style="list-style-type: none"> • Circle the tens until you reach 57. <p>S: <i>will say, “3 tens”</i></p> <p>T: “57 比 27 多多少？告诉你旁边的同学。”</p> <p>S: <i>will turn to their neighbor and say, “30” or “3 tens”</i></p> <p>T: “我会在白板上写下 30。”</p> <p>T: “现在我会做 30 加 4 等于 34。”</p> <p>T: “看这个，$23 + 34 = 57$. 所以，$57 - 23 = 34!$”</p> <ul style="list-style-type: none"> • Write both equations on the board. <p>Guided Practice: (10 minutes)</p> <p><u>Use the modeling cycle:</u></p> <p><u>Teacher Does:</u></p>		

- Pass out white boards, markers and erasers.

T: “我觉得我们需要再来一起做一题。请写下 $59 - 28 = \underline{\quad}$ ”

- Write $59 - 28 = \underline{\quad}$ on the board.

T: “首先，我要在百数表上找出 28。”

- Circle 28 on the hundred chart.

T: “然后我要在百数表上找出 59。”

- Circle 59 on the hundred chart.

T: “接下来，我要一个一个数知道个位数字跟 59 的个位数是一样的。跟我一起数。现在我们在哪个数字上？告诉你旁边的同学。”

S: *will tell their neighbor, “29”*

T: “之后我们要十个一数到 59。你们边数，我边把数字圈起来。29, 39, 49, 59。”

- Circle the numbers as the class counts by 10s.

S: *will count with the teacher.*

T: “用手指比给我看我们往下移了几排？”

S: *will show 3 with their fingers.*

T: “跟我一起数 1,2,3。三排是 3 个十。59 比 29 多多少？”

S: *will say, “30.”*

T: “对，59 比 29 多 30。我们移动了 1 个一和 3 个十。1 加 30 等于什么？写在你的白板上。”

S: *will write 31 on their board.*

T: “请在白板上写下 28 加 31 等于 59。”

S: *will write $28 + 31 = 59$ on their board.*

T: “所以 59 减 28 等于什么？请为原本的减法算式天空。”

S: *will write $59 - 28 = 31$.*

T: “给我看你的白板。很好，我们再来做一题。”

- Repeat the same activity with the following equations.

○ $96 - 63 = \underline{\quad}$

○ $45 - 22 = \underline{\quad}$

Independent Practice: (11 minutes)

T: “现在换你自己练习了。请完成 1—7 题，你有 10 分钟来完成。”

- Teacher will pass Guided Practice (page 196).

S: *will complete the problems.*

- Teacher will walk around the room helping and guiding students as needed.

T: “(teacher will clap hands), 时间到，请回到地上的座位。”

- Collect all the papers.

Closing: (7 minutes)

- Pass whiteboards, erasers and markers.

T: “我们再来一起做一题。我来告诉你一个应用题。”

T: “Darren 有 98 片拼图。请把 98 写在白板上。”

S: *will write 98 on their board.*

T: “他已经拼好 55 片了。请在 98 后面写 55。”

S: *will write 55 after 98.”*

T: “Darren 还需要拼几片拼图才会完成这个拼图？”

T: “这是一个减法问题。你需要在 98 和 55 之间放减号。我来写在白板上。”

- Teacher will write $98 - 55 = \underline{\quad}$ on the board.

T: “看百数表，我们要从哪里开始？”

S: *will respond, “55”*

T: “对，我们要从 55 开始，我来圈起来。我还需要把什么圈起来？”

S: *will respond, “98”*

T: “我把 55 和 98 圈起来了。接下来我要做什么？告诉你旁边的同学。”

S: *will tell their neighbor, “count by ones.”*

T: “我会一个一个数直到数到 58。我数了几格一？用手指比给我看。”

S: *will show 3 fingers.*

T: “对，我们往右移动了 3 格。然后呢？”

S: *will respond, “count by tens to 98.”*

T: “很好，跟我一起数，58, 68, 78, 88, 98. 58 到 98 要往下移动几排？用手指比给我看。”

S: *will show 4 with their fingers.*

T: “对，要往下移动四排。这样是多少？”

S: *will respond, “40.”*

T: “40 加 3 等于 43. 把加法算式写在白板上。55 加 43 等于 98。”

S: *will write $55 + 43 = 98$.*

T: “现在把原本的减法算式写出来。”

S: *will write $98 - 55 = 43$.*

T: “Darren 还需要拼几片才会完成拼图？告诉你旁边的同学。”

S: *will say to their neighbor, “43 more pieces.”*

T: “对，Darren 还需要拼 43 片才会完成拼图。”

T: “今天做得很好。”

Assessment:

Guided Practice

REVIEW – NOT FOR PUBLICATION
PROPERTY OF USOE