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 can find the difference between two-digit numbers less than 100.*	

Essential Understanding:	Required Academic Vocabulary for Word Wall:
Patterns in a hundred chart can be used to subtract numbers and to develop mental math strategies and number sense.	**Listen:** **Read:** **Write:** **Speak:** **Sentence Frame:**

Materials:	Additional Lesson Vocabulary:
• Crayons • Hundred chart • Whiteboards, erasers and markers • Subtracting Ten Page (page 191) • Guided Practice (Page 192)	puzzle, pieces, right, down,

Lesson:	Instructional Time: 30 – 35 minutes

Opening: (3 minutes)
T: "You have learned to use a hundred chart to help you add. Let's try one."
• Write 40 + 35 = ___ on the board.
T: "Look at the problem on the board. Where do we start?"
S: *will say, "at 40."*
T: "I will circle 40 on the 100 chart. Then what?"
S: *will say, "add the tens."*
T: "I am going to add the tens. 40, 50 ,60, 70. We stop at 70. Then what do I do?"
S: *will say, "add the ones."*
T: "Perfect. Count with me, 70, 71, 72, 73, 74, 75. Done! 40 plus 35 equals 75."
• Write 40 + 35 = 75 on the board.

Introduction to New Material (Direct Instruction): (6 minutes)
• Write 57 – 23 = ___ on the board.
T: "Let's use the hundred chart to subtract 57 minus 23. Where do we begin? We start at 23."
• Circle 23 on the hundred chart.
T: "Where do we end? We end at 57."
• Circle 57 on the hundred char.
T: "Then we count by ones to match the ones in 57. Count with me, 23,24,25,26,27."
• Draw a line through the numbers on the hundred chart until you get 27.
T: "How many spaces to the right is 27 from 23? Show me with your hands."
S: *will show 4 fingers."*
T: "Count with me, 1,2,3,4. Four spaces to the right. I will write 4 on the board."
T: "Then, we count by tens to 57. 27, 37, 47, 57. How many tens is that? Count with me 1,2,3 tens."
• Circle the tens until you reach 57.
S: *will say, "3 tens"*
T: "How much more is 57 than 27? Tell your neighbor."
S: *will turn to their neighbor and say, "30" or "3 tens"*
T: "I will write 30 on the board."
T: "Now I will add 30 (for the tens) plus 4 (for the ones) equals 34."
T: "Look at this, 23 + 34 = 57. So, 57 – 23 = 34!"
• Write both equations on the board.

Guided Practice: (10 minutes)
Use the modeling cycle:

<u>Teacher Does:</u>
- Pass out white boards, markers and erasers.
- **T: "I think we need to practice some more before you do it by yourself. Please write 59 – 28 = ___ on your board."**
- Write 59 – 28 = ___ on the board.
- **T: "First I find 28 on the hundred chart."**
- Circle 28 on the hundred chart.
- **T: "Then I find 59 on the hundred chart."**
- Circle 59 on the hundred chart.
- **T: "2ⁿᵈ I need to count by ones to match the ones to 59. Count with me. 1. What number did we land on? Tell your neighbor."**
- S: *will tell their neighbor, "29"*
- **T: "3ʳᵈ, we count by tens to 59. I will circle them as we go. 29, 39, 49, 59."**
- Circle the numbers as the class counts by 10s.
- S: *will count with the teacher.*
- **T: "Show me with your fingers how many rows down it is from 29 to 59."**
- S: *will show 3 with their fingers.*
- **T: "Count with me, 1,2,3. Three rows down, that is 3 tens. How much more is 59 than 29?"**
- S: *will say, "30."*
- **T: "Yes, 59 is 30 more than 29. We moved 1 ones and 3 tens. 1 plus 30 equals, what? Write it on your board."**
- S: *will write 31 on their board.*
- **T: "Please write 28 plus 31 equals 59 on your board."**
- S: *will write 28 + 31 = 59 on their board.*
- **T: "So, what does 59 minus 28 equal? Fill in the last blank on the original subtraction sentence."**
- S: *will write 59 – 28 = 31.*
- **T: "Show me your board. Good job! Let's do another one."**
- Repeat the same activity with the following equations.
    - 96 – 63 = ___
    - 45 – 22 = ___

Independent Practice: (11 minutes)
T: "Now it is your turn to practice on your own. Each of you will be given Guided Practice page 196. You need to complete problems 1-7. You will have 10 minutes.
- Teacher will pass Guided Practice (page 196).
- S: *will complete the problems.* guiding students as needed.
- **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: (7 minutes)
- Pass whiteboards, erasers and markers.
- **T: "Let's do one more problem together. I will tell you a story."**
- **T: "Darren has 98 puzzle pieces. Write 98 on your board."**
- S: *will write 98 on their board.*
- **T: "He fits 55 pieces in the puzzle. Write 55 after 98."**
- S: *will write 55 after 98."*
- **T: "How many more pieces does Darren still need to fit to complete the puzzle?"**
- **T: "This is a subtraction problem. You need to put a minus sign between 98 and 55. I will write it on the board."**
- Teacher will write 98 – 55 = ___ on the board.
- **T: "Look at the hundred chart, where do we begin?"**
- S: *will respond, "55"*
- **T: "Yes, we start with 55, I will circle it. What else do I need to circle?"**
- S: *will respond, "98"*
- **T: "I have circled 55 and 98. What do I do next? Tell your neighbor."**
- S: *will tell their neighbor, "count by ones."*
- **T: "I will count by ones until I reach 58. How many more ones is that? Show me with your fingers."**
- S: *will show 3 fingers.*
- **T: "Yes, we moved 3 spaces to the right. Then what do I do?"**
- S: *will respond, "count by tens to 98."*
- **T: "Great, count with me, 58, 68, 78, 88, 98. How many rows down is it from 58 to 98? Show me with your fingers."**
- S: *will show 4 with their fingers.*

T: "Yes, it is four rows down. How much is that?"

S: *will respond, "40."*

T: "40 plus 3 equals 43. Write the addition sentence on your board. 55 plus 43 equals 98."

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

T: "Now write the original subtraction sentence."

S: *will write 98 – 55 = 43.*

T: "How many more puzzle pieces does Darren still need to fit to complete the puzzle? Tell your neighbor."

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

T: "Yes, Darren still needs 43 more pieces to complete his puzzle."

T: "Well done today!"

Assessment:
Guided Practice