

Grade 2	Lesson: 7-4 Subtracting Multiples of 10	Reference to English
Math Standard(s): 2.NBT.8 (also 2.OA.1, 2.NBT.9) Domain: Numbers and Operations in Base Ten		
Content Objective(s):		Language Objective(s):
Students will subtract using multiples of 10. 我会用 10 的倍数来做减法。	Students will say the procedure for subtracting multiples of 10. 我会说出做减法的顺序。	
Essential Understanding: Subtracting groups of tens is similar to subtracting numbers less than 10.	Required Academic Vocabulary for Word Wall: Listen: Read: Write: Speak: Sentence Frame:	
Materials: <ul style="list-style-type: none"> Place-Value Blocks (Teaching Tool 17) Hundred chart Whiteboards, erasers and markers Subtracting Multiples of 10 Page (page 199) Guided Practice (Page 200) 	Additional Lesson Vocabulary: 玩具, 宠物店, 百数表, 十的棒子	
Lesson:		Instructional Time: 30 minutes
<p>Opening: (2 minutes)</p> <p>T: “你已经学会怎么减一了。今天你会学习怎么减十。”</p> <ul style="list-style-type: none"> Hold up 5 tens rods in your hand. <p>T: “我受伤拿着几个十?”</p> <p>S: <i>will say, “five.”</i></p> <p>T: “5 个十是几个一?”</p> <p>S: <i>will say, “50.”</i></p> <p>Introduction to New Material (Direct Instruction): (6 minutes)</p> <ul style="list-style-type: none"> Pass out whiteboards, erasers, and markers. Write $5 - 3 = \underline{\quad}$ on the board. Write $50 - 30 = \underline{\quad}$ on the board under $5 - 3 = \underline{\quad}$. <p>T: “告诉你旁边的同学两题有什么相同点。”</p> <p>S: <i>will turn to their neighbor and say, “they both have 5” or “they both have 3” or “they are both subtraction problems.”</i></p> <p>T: “5 减 3 是什么?”</p> <p>S: <i>will say, “2”</i></p> <p>T: “我们来做 50 或 5 个十减 30 或 3 个十。”</p> <ul style="list-style-type: none"> Show the 50 and 30 using tens rods. <p>T: “这里有 5 个十的棒子。我们需要减 30 或 3 个十的棒子。1,2,3.”</p> <ul style="list-style-type: none"> Take three tens rods away. <p>T: “还剩下几个十的棒子?”</p> <p>S: <i>will say, “2 rods” or “ten”</i></p> <p>T: “请把 $50 - 30 = \underline{\quad}$ 写在白板上并写出答案。”</p> <p>S: <i>will write $50 - 30 = 20$ on their boards.</i></p> <p>T: “给我看你的白板。很好。”</p> <p>Guided Practice: (10 minutes)</p> <p><i>Use the modeling cycle:</i></p> <p><u>Teacher Does:</u></p> <p>T: “我会在白板上写另一个题目。我要你告诉我怎么解答。”</p> <ul style="list-style-type: none"> Write $40 - 30 = \underline{\quad}$ on the board. <p>T: “我有 4 个十的棒子。我要先做什么?”</p> <p>S: <i>will say, “first you take 3 rods away.”</i></p> <p>T: “还剩下几个? 用手指比给我看。”</p> <p>S: <i>will show 1 finger.</i></p> <p>T: “在白板上写出减法算式。”</p> <p>S: <i>will write $40 - 30 = 10$ on their boards.</i></p>		

T: “现在我们来用百数表做一题。”

- Write $60 - 30 = \underline{\quad}$ on the board.

T: “看白板上的减法算式。我们要从哪里开始，60 还是 30？”

S: *will respond, “60” or “30”.*

T: “我们要从 60 开始因为它比较大。我会把 60 圈起来。”

- Circle 60 on the hundred chart.

T: “30 有几个十？用手指比给我看。”

S: *will show 3 with their fingers.*

T: “所以我们要往上移 3 排。”

- Draw arrows from 60 to 50 to 40 to 30.

T: “请在白板上写下减法算式，然后念给你旁边的同学听。”

S: *will write the subtraction sentence on their board, and then will read, “60 - 30 = 30.”*

1 Student Does with Teacher:

T: “我需要一名学生来帮忙。”

- Teacher will choose a student.

- Write $50 - 20$ on the board.

T: “50 减 20。你要先做什么？”

S: *will answer, “first you find 50.”*

T: “对，50 在这里，我来圈起来。20 有几个十？”

S: *will respond, “2 tens.”*

T: “然后呢？”

S: *will answer, “then you move up 2 rows.”*

T: “我会画箭头，箭头停在哪里？”

S: *will answer, “30.”*

T: “我们来完成算式 $50 - 20 = 30$ 。请把算式念给我听。”

S: *will read, “50 - 20 = 30.”*

T: “谢谢你的帮忙。请回座位。”

All Students Do:

T: “现在换你和同学做了。记得：

- 你要先找出 $\underline{\quad}$ 。
- 然后你要往上移动 $\underline{\quad}$ 排。
- $\underline{\quad} - \underline{\quad} = \underline{\quad}$ 。

白板上有两题，请你和同学合作来完成它们。”

- Write $30 - 10 = \underline{\quad}$ and $80 - 50 = \underline{\quad}$ on the board.

S: *will work together to complete the two problems.*

- Teacher will walk around the room helping the students.

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

- Collect all the papers.

Independent Practice: (6 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 1-8 题。你有 5 分钟来完成。”

- Teacher will pass Guided Practice (page 200).

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，请回地上的座位。”

- Collect all the papers.

Closing: (5 minutes)

T: “我们再来做一题。我来告诉你一个应用题。”

T: “宠物店有三种玩具。我们来用提示帮我们找出每种玩具有几个。”

T: “我会在白板上画出三种玩具。第一个是章鱼，第二个是星星，最后一个是螃蟹。”

- Draw the toys on the board.

T: “第一个提示：店里有 30 只螃蟹。我会把 30 写在螃蟹下面。”

- Write 30 under Crabby.

T: “第二个提示：店里的星星比螃蟹少 20 个。我们来用百数表。我要从哪里开始？”

S: *will say, “30.”*

T: “对，我会把 30 圈起来。少 20 是多少？我们来来回数 30, 20, 10. 少 20 是什么？”

S: *will say, “10.”*

T: “所以有 10 个星星。我会把它写在星星下面。”

- Write 1 under the star.

T: “最后一个提示，店里的章鱼比星星多 10 个。”

T: “有几个星星？”

S: *will respond, “10 stars.”*

T: “10 多 10 是什么？”

S: *will respond, “20”*

T: “对，有 20 只章鱼。我会把它写在章鱼下面。”

- Write 20 under the Octo.

T: “宠物店里有 30 只螃蟹，10 个星星和 20 只章鱼。”

T: “今天做得很好。”

Assessment:

Guided Practice

REVIEW – NOT FOR PUBLICATION
PROPERTY OF USOE