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. *I can subtract using multiples of 10.*	Students will say the procedure for subtracting multiples of 10. *I can state the order I do things when subtracting.*
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: • 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:** Toys, pet store, hundred chart, tens rods

Lesson:	Instructional Time: 30 minutes

Opening: (2 minutes)

T: "You have learned how to subtract ones. Today, you will earn how to subtract tens."

• Hold up 5 tens rods in your hand.

T: "How many tens am I holding?"

S: *will say, "five."*

T: "How many ones is 5 tens?"

S: *will say, "50."*

Introduction to New Material (Direct Instruction): (6 minutes)

• Pass out whiteboards, erasers, and markers.-

• Write 5 – 3 = ___ on the board.

• Write 50 – 30 = ___ on the board under 5 – 3 = ___.

T: "Tell your neighbor how these two problems are alike."

S: *will turn to their neighbor and say, "they both have 5" or "they both have 3" or "they are both subtraction problems."*

T: "What is 5 minus 3?"

S: *will say, "2"*

T: "Let's subtract 50 or 5 tens from 30 or 3 tens."

• Show the 50 and 30 using tens rods.

T: "Here are 5 tens rods. We need to subtract 30 or 3 tens rods. 1,2,3."

• Take three tens rods away.

T: "How many rods are left."

S: *will say, "2 rods" or "ten"*

T: "Write it on your board, 50 – 30 = ___. Write the answer."

S: *will write 50 – 30 = 20 on their boards.*

T: "Show me your boards. Good job!

Guided Practice: (10 minutes)

Use the modeling cycle:

Teacher Does:

T: "I am going to write another problem on the board. I need you to tell me how to do it."

• Write 40 – 30 = ___ on the board.

T: "I have 4 tens-rods in my hand. What do I do first?"

S: *will say, "first you take 3 rods away."*

T: "How many are left? Show me with our fingers."

S: *will show 1 finger.*

T: "Write the subtraction sentence on your board."

S: *will write 40 – 30 = 10 on their boards.*

T: "Now, let's do another problem using the hundred chart."
- Write 60 – 30 = ___ on the board.
T: "Look at the subtraction sentence on the board. Where do you think we start, with 60 or 30?"
S: *will respond, "60" or "30".*
T: "We start with 60 because it is the bigger number. I will circle 60."
- Circle 60 on the hundred chart.
T: "30 has how many tens? Show me with your fingers."
S: *will show 3 with their fingers.*
T: "So, let's move up 3 rows."
- Draw arrows from 60 to 50 to 40 to 30.
T: "Please write the subtraction sentence on your board. Then read it to your neighbor."
S: *will write the subtraction sentence on their board, and then will read, "60 – 30 = 30."*

<u>1 Student Does with Teacher:</u>
T: "I need a volunteer."
- Teacher will choose a student.
- Write 50 – 20 on the board.
T: "50 minus 20. What do I do first?"
S: *will answer, "first you find 50."*
T: "Yes, here is 50, I will circle it. How many tens are in 20?"
S: *will respond, "2 tens."*
T: "Then what?"
S: *will answer, "then you move up 2 rows."*
T: "I will draw the arrows. Where did the arrows land?"
S: *will answer, "30."*
T: "Let's complete the sentence. 50 – 20 = 30. Read the subtraction sentence to me."
S: *will read, "50 -20 = 30."*
T: "Good job! Please sit down."

<u>All Students Do:</u>
T: "Now it is your turn to do it with a partner. Remember,
- **First you find ___.**
- **Then you move up ___ rows.**
- **___ - ___ = ____.**

There are two more problems on the board. You and your partner need to complete both of them. When I call your group, collect Subtracting Multiples of 10 and get started."
- Write 30 – 10 = ___ and 80 – 50 = ___ on the board.
- Call on the students and pass out the materials.
S: *will work together to complete the two problems.*
- Teacher will walk around the room helping the students.
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: (6 minutes)
T: "Now it is your turn to practice on your own. Each of you will be given Guided Practice page 200. You need to complete problems 1-8. You will have 5 minutes.
- 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), **Time is up! Come back to your spots. 10,9,8,7,6,5,4,3,2,1"**
- Collect all the papers.

Closing: (5 minutes)
T: "Let's do one more problem together. I will tell you a story."
T: "The pet store has three kinds of toys. We are going to use the clues to find out how many each toy the store has."
T: "I am going to draw the three toys on the board. First the octo, then the star and last the crabby."
- Draw the toys on the board.
T: "The first clue is, They have 30 Crabbys. I will write 30 under Crabby because there are 30 Crabbys."

- Write 30 under Crabby.

T: **"Clue number 2, the store has 20 less Stars than Crabbys. Let's use the hundred chart. Where do I start?"**

S: *will say, "30."*

T: **"Yes, I will put a circle around 30. What is 20 less? I will count back from 30, 20, 10. What is 20 less?"**

S: *will say, "10."*

T: **"So there are 10 stars. I will write that under the star."**

- Write 1 under the star.

T: **"Last clue, the store has 10 more Octos than Stars."**

T: **"How many Stars are there?"**

S: *will respond, "10 stars."*

T: **"What is 10 more than 10?"**

S: *will respond, "20"*

T: **"Yes, there are 20 Octos. I will write that under the Octo."**

- Write 20 under the Octo.

T: **"There are 30 Crabbys, 10 Stars and 20 Octos."**

T: **"Well done today!"**

Assessment:
Guided Practice