Grade 2	Lesson: 7-5 Problem Solving: Missing or Extra Information	Reference to English

Math Standard(s): 2.NBT.5 (also 2.NBT.7)   **Domain: Numbers and Operations in Base Ten**

Content Objective(s):	Language Objective(s):
Students will determine whether they can solve problems with missing information or extra information. *我会决定一个问题如果有太多或不够的资料能不能被解答。*	Students will listen to the stories and draw them on their boards. *我会听应用题然后画在白板上。*
Essential Understanding: Some problems have data missing needed to find the answer, and some problems have extra data not needed to solve the problems.	**Required Academic Vocabulary for Word Wall:** **Listen:** **Read:** **Write:** **Speak:** **Sentence Frame:**
Materials: • Connecting Cubes (or Teaching Tool 1) • Whiteboards, erasers and markers	**Additional Lesson Vocabulary:** 棒球卡，篮球卡，玩具车，玩具卡车，玩具飞机，墙壁，窗户，相片，戒指，发夹

Lesson:	Instructional Time: 20 minutes

Opening: (1 minutes)
T: "你已经学会怎么念，了解和解答应用题了。今天你会学习怎么看一个减法应用题里有太多还是不够的资料。"

Introduction to New Material (Direct Instruction): (4 minutes)
• Pass out whiteboards, erasers, and markers.
T: "我来念一个应用题给你听。我要你画出来然后找出多余的资料。"
• Draw a picture of the story as you tell it.
T: "**Kareem** 有 **15** 张棒球卡。"
S: *will draw 15 baseball cards.*
T: "他也有 **6** 张篮球卡。"
S: *will draw 6 basketball cards.*
T: "**Kareem** 把 **8** 张棒球卡给别人了。"
S: *will cross out 8 baseball cards.*
T: "**Kareem** 还剩下几张棒球卡？数一数然后在白板上写下减法算式。"
S: *will write the subtraction sentence on their board.*
T: "给我看你的白板。很好，你们写出减法算式了。现在我们一起把它念出来。"
S: *will read with the teacher, "15 minus 8 equals 7."*
T: "很好，还有一个问题，这个应用题有多余的资料吗？"
S: *will answer, "yes" or "no"*
T: "有，多余的部分是关于篮球卡的部分。我们可以划掉因为我们不需要。"
• Teacher will cross out baseball cards on the board.

Practice: (7 minutes)
• Draw a picture of the story as you tell it.
T: "我再来念一个应用题给你听。**Pedro** 有 **18** 个玩具车。"
S: *will draw 18 dots for cars on their board.*
T: "**5** 个玩具卡车。"
S: *will draw 5 trucks on their board.*
T: "和 **3** 个玩具飞机。"
S: *will draw 3 toy planes on their boards.*
T: "他把一些给别人然后又把一个玩具车弄丢了。**Pedro** 还剩下几个玩具车？"
T: "**18** 个玩具车**, 5** 个玩具卡车和 **3** 个玩具飞机。我们要找出 **Pedro** 还剩下几个玩具车。请在白板上写下减法算式。"
S: *will write the information they have on an subtraction sentence.*
T: "你有足够的资料来解答问题吗？"
S: *will say, "yes" or "no"*
T: "我们直到 **Pedro** 一开始有 **18** 个玩具车然后他把一些给别人，但是我们不知道给了几个，所以我们没有足够的资料来解答这题。"
T: "请把白板擦干净。"
S: *will erase their boards.*

T: "我再来告诉你们一个应用题然后你们画在白板上。墙壁上有 **11** 个相片。"

S: *will draw 11 pictures on their board (rectangles).*

T: "房间里有 **3** 个窗户。用圆形来代表窗户。"

S: *will draw 3 circles.*

T: "**Joni** 从墙壁上拿下 **4** 个相片。"

S: *will cross out 4 pictures (rectangles).*

T: "墙壁上还有几个相片？请在白板上写下一个减法算式。"

S: *will write 11 – 4 = 7.*

T: "请给我看。很好，现在请把它念给你旁边的同学听。"

S: *will read "11 minus 4 equals 7."*

T: "这个应用题有多余的资料还是没有足够的资料？用大拇指比给我看。"

S: *will show thumbs up.*

T: "对，有多余的资料。我们不需要直到房间里有几个窗户。请把白板擦干净。"

Closing: (4 minutes)

T: "最后一题。**Ruth** 做了 **17** 个戒指。"

S: *will draw 17 rings or circles on their boards.*

T: "她做了 **11** 个发夹。"

S: *will draw 11 hair clips or straight lines on their boards.*

T: "她把一些戒指给别人，她还剩下几个戒指？告诉你旁边的同学 **Ruth** 还剩下几个戒指。"

S: *will talk to their neighbor.*

T: "我们可以还是不可以解答这个题目？"

S: *will say, "no."*

T: "没错，我们不可以解答这个题目。我们一起来看。"

T: "我们知道 **Ruth** 有 **17** 个戒指，也知道她把一些给别人了，但是我们知道她把几个给别人了吗？"

S: *will respond, "no."*

T: "我们不知道她给了几个所以没有办法解答这个题目。"

T: "今天做得很好。"

Assessment:
Guided Practice