

Grade 2	Lesson: 1-5	Reference to English
Math Standard(s): 2.OA.1		Domain: Operations and Algebraic Thinking
Content Objective(s):		Language Objective(s):
Students will write subtraction sentences to solve stories about comparing. 我可以写出减法算式来解答比较的题目。		Students will use the phrases more than and less than when talking about comparison subtraction problems. 我可以用“多于”和“少于”来讲到关于比较的减法问题。
Essential Understanding: Separating parts from a whole and comparison are two interpretations of subtraction.		Academic Vocabulary for Word Wall: Listen: 多, 少, 几个 Read: 多, 少, 几个 Write: Speak: 多, 少 Sentence Frame: 比____多。比____少。
Materials: • Connecting cubes (teaching tool1) • Student whiteboards • Guided Practice Sheets		Additional Lesson Vocabulary: 多于, 少于, 比较 多几个?
Lesson: Stories About Comparing		Instructional Time: 45 mins

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Opening: (5 minutes)

Have a stack of books to use as a visual. Each child should have connecting cubes.

T: "Put your hand on your head if you know how to solve a story about separating by writing a subtraction sentence?"

S: will put their hands on head, watch for those who hesitate or don't understand the words separating or subtraction sentence

T: Today, we will learn how to write subtraction sentences to solve problems about comparing."

"I have a stack of books here on the table. Can I get two helpers to come up?" Call on two students.

"I know ___ likes to read. I'm going to give her/him 3 books." Give Student #1 3 books to hold.

"I know ___ also likes to read. I'm going to give her/him 7 books." Give Student #2 7 books to hold.

"Point to the person who has more books."

S: will point to Student #1

T: "Now can you point to the student who has fewer?"

S: will point to Student #2. Some may not understand fewer.

T: "How can we find out how many more Student #2 has? I'll give you 30 seconds to think, then I want to hear some ideas."

Let Student #1 and #2 sit back down, give all students some time to think.

T: " Please turn and share your idea with your partner"

S: will turn and share with partner, 30 seconds

T: "When I call on you I want to hear what your partner told you."

S: will tell the class what they heard their partner say.

Introduction to New Material (Direct Instruction): (10 minutes)

T: "Those were some great ideas! I'm going to show you a way now using cubes."

"If I put three cubes in a stack, and then 7 cubes in my other stack, I can put the stacks side by side and see how many more.

Hold the stacks of cubes up (or project or draw them on the board), demonstrating how to compare the two stacks.

"Please make two stacks like mine. 3 and 7."

S: will make stacks

T: "Line the bottom cube on both stacks up with the bottom of your desk, like this. Now count how many more cubes the taller stack has. When you have the answer, close your eyes."

S: will use cubes to compare the numbers

T: "Break off the taller stack so it's the same size as the smaller stack. How many cubes did you have to break off? That is your answer. "

"Now we need to write a subtraction sentence. We start with the tallest stack, 7." Write 7 on the board.

"Then we take away the smaller stack, 3." Write 3 on the board.

"What we are left with is 4, so that is our answer. Student #2 had 4 more books than Student #1"

"Let's try another story. 7 brown puppies and 12 black puppies are playing in the park. How many more black puppies are there than brown puppies? Use your cubes to make a stack for brown puppies and a stack for black puppies."

S: will use cubes to make the two stacks.

T: "Line them up with the bottom of your desk, and compare the two stacks. How many cubes more does your tallest stack have?"

S: will count the cubes to find how many more

T: "To make sure you are right, break off the taller stacks to make both of them even. Now count how many cubes you had to break off."

S: will double check their answers

T: Share with your partner you answer, then use your fingers to show me.

S: will use fingers to show the number.

T: "Great job! Now let's write a subtraction sentence to show what we just did."

"I write the biggest number, 12, first. Then I write minus the smaller number, 7, and our answer 5 is how many more black puppies there were than brown ones."

Guided Practice: (10 minutes)

T: "Now it's your turn to try it with a partner. Using page 19 and your cubes, you will work in partners. One partner will tell the other a comparing story, and then you will use the cubes like we just did, to make stacks, compare, and find out how many more. Write your subtraction sentence in the space provided. If you finish early, you can make up even more comparing stories for your partner to figure out. I will be walking around to hear how you're doing"

Clap hands, students get ready to listen.

Use the modeling cycle:

Teacher Does:

Assessment:

Whiteboard responses and Problem Solving 6-8 to be passed out in English

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