

Grade 2	Lesson: 1-1	Reference to English
Math Standard(s): 2.OA.1 Domain: Operations and Algebraic Thinking		
Content Objective(s):		Language Objective(s):
Students will join two groups and write addition number sentences to tell how many in all. <i>I can join two groups and write addition number sentences to tell how many in all.</i>		Students will speak the words part, plus, and, in all, and equals while adding groups. <i>I can speak the words part, plus, and, in all, and equals while adding groups.</i>
Essential Understanding: Parts of a whole is one interpretation of addition. Addition number sentences can be used to show parts of a whole.		Academic Vocabulary for Word Wall: Listen: part, whole, add, sum, addition sentence, plus, equals Read: add, plus, equals Write: Speak: part, whole, add, sum, addition sentence, plus, equals Sentence Frame: ____ and ____ is ____ in all. ____ and ____ are parts of ____.
Materials: <ul style="list-style-type: none"> Connecting cubes (teaching tool 1) Paper bag Guided Practice Sheets 		Additional Lesson Vocabulary: add, equals
Lesson: Writing Addition Number Sentences		Instructional Time: 35 minutes
<p>Opening: (7 minutes) T: "I need 3 boys and 2 girls to stand together." S: will raise their hands. <ul style="list-style-type: none"> The teacher will choose the students to demonstrate. T: "How many boys are in the group?" S: will raise their hands and say, "3 boys." T: "You are right there are 3 boys! How many girls? Tell your neighbor." S: will turn to their neighbors and say, "there are 2 girls." T: "Show me with your fingers how many children there are in all?" S: will show 5 fingers. <ul style="list-style-type: none"> Teacher will write the number 5 on the board. T: "The whole group is made up of two parts: girls and boys." <ul style="list-style-type: none"> Repeat process with different number of boys and girls, or using another common trait such as children wearing red, or children with a watch etc. </p> <p>Introduction to New Material (Direct Instruction): (7 minutes) T: "When we bring two parts together, we can say 'plus'." <ul style="list-style-type: none"> Have children work in pairs. Give each pair a bag with 18 cubes, 9 of one color, 9 of another. T: "How can you show me 3 plus 2 using your connecting cubes and the work mat?" Allow students time to work together with the cubes. Invite volunteers to show and explain their work. Draw a sample work mat on the board. Then draw 3 squares on the left and 2 squares on the right. T: "How can we find how many in all?" Count all the cubes. Write "3 and 2 is ____ in all" on the board "3 and 2 is how many in all?" Have students write the number with their finger in the air. Write 5 on the board. "There are two groups of cubes. Each group is a part. The two parts together is a whole." </p> <p>Guided Practice: (10 minutes) Keeping children in pairs, have each take turns taking a handful of cubes from the bag. Guide the children to organize their cubes into groups by color using the work mat. Then direct children's attention to the bottom half of the page and ask them to count the cubes out loud, touching each. T: "Find the first blank spot in our number sentence. This is where we will write how many red cubes. Now find the second blank spot. This is where we write how many blue cubes. The last blank is for how many cubes all together." Have the children repeat the activity. <i>Use the modeling cycle:</i></p>		

Teacher Does:

T: "Lets do number 1 together. Count with me, 1,2,3,4 green cubes. "

S: will count out loud

T: So I need to write '4' in the first space. Now count the yellow cubes with me, 1, 2. Show your partner where I should write 2."

S: will point to where on the paper they should write

T: " Now lets count together how many cubes in all. 1,2,3,4,5,6. We write 6 in the last space.

S: write in 6

T: "We just finished a number sentence!"

"Tell me in your quietest voice how to read our number sentence out loud."

S: will whisper how they think it should be said.

T: That's great!, Some of you said '4 and 2 is 6 in all'. Some said '4 plus 2 equals 6'. Both are correct ways of saying our math sentence."

2 Students Do with Teacher:

T: "I need two helpers. Lets do number 2. Student #1 please count out loud how many red cubes you see"

S: "1,2,3."

T: "Please write '3' in the first space of our number sentence on the board. Student # 2 please count how many blue cubes you see."

S: "1."

T: "Please write '1' in the second space of our number sentence on the board."

"So we have 3 cubes, and 1 cube. How many cubes in all?" (Let the two students answer)

"1,2,3,4, Yes, 4. So where should we write 4?" (Let the two students show and write the answer)

2 Students Do:

T: "I need two new helpers for number 3. This time you get to do it all by yourselves! Student #1, please count the red cubes.

S: will count out loud

T: "Student #2, count the blue cubes then write your number sentence on the board."

S: will count and write

T: "Great! Looks like you know how to do it!"

Independent Practice: (6 minutes)

T: "Now go back to your desks to finish numbers 4,5,6 and 7 on your own. You will have 5 minutes. When I start singing, you will have till the end of the song to find your place and be ready to learn at the rug."

S: will go back to desks for independent practice.

Walk around the room, asking students to demonstrate.

Closing: (4 minutes)

When students are mostly done, start singing for them to come over to the rug.

T: "We just learned that we can add two parts together to make a whole. Listen to this story and let's make a number sentence out of it."

"Anna has 6 books about cats (Draw 6 red books on the board)

She also has 2 books about dogs (Draw 2 blue books on the board)

We need to find out how many books she has in all. Let's count!

S: will count out loud:1,2,3,4,5,6,7,8.

T: "Say with me 6 and 2 is 8 Books in all. Tell your partner. "

S: will tell partner the sentence frame

T: "Great work today everyone!"

Assessment:

Homework

Problems 9-11 passed out in English

