

<b>Grade 2</b>	<b>Lesson: 1-2</b>	Reference to English
<b>Math Standard(s):</b> 2.OA.1	<b>Domain: Operations and Algebraic Thinking</b>	
<b>Content Objective(s):</b>	<b>Language Objective(s):</b>	
Students will model joining stories and write an addition sentence. <i>I can model joining stories and write an addition sentence.</i>	Students will use the word "join" when speaking about adding more to a group of objects. <i>I can use the word "join" when speaking about adding more to a group of objects.</i>	
<b>Essential Understanding:</b> Joining parts to make a whole is one interpretation of addition. Addition number sentences can be used to show joining parts of a whole	<b>Academic Vocabulary for Word Wall:</b> <b>Listen: join, in all</b> <b>Read: in all</b> <b>Write:</b> <b>Speak: in all</b> <b>Sentence Frame:</b> There are _____. _____ more join them. How many in all?	
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Connecting cubes (or teaching tool 1)</li> <li>• Workmat for each student</li> <li>• Guided Practice Sheets</li> </ul>	<b>Additional Lesson Vocabulary:</b> Join, in all	
<b>Lesson: Stories about joining</b>		<b>Instructional Time: 45 minutes</b>
<p><b>Opening: (6 minutes) –</b>  <b>T: "Yesterday we learned how to write number sentences about parts of numbers. Today, we will learn to write addition number sentences for stories about <u>joining</u>."</b>  <b>"Everyone hold up your right hand."</b>  S: will hold up their right hand  <b>T: "Please put 4 fingers of your right hand on your desk, like this."</b>  S: will put down four fingers  <b>T: "Now put two fingers of your other hand on you desk. How many fingers do you have on your desk now? When I clap my hands twice, turn and tell your partner. When you have told them, fold your arms and show me you are ready."</b>  S: counts their fingers, waits for the signal, then tells their partner the answer. "6"  <b>T: "Let's try one more. I am going to look for 2 quiet students wearing red."</b>  <ul style="list-style-type: none"> <li>• Walk around the room, choose two students to come up to the front.</li> </ul> <b>T: "Now I'm looking for 4 students wearing white to come <u>join</u> them. Please look at someone wearing white."</b>  S: all look for friends wearing white and turn and look at one. Walk around again, choosing 4 students to go to the front.  <b>T: "Whisper out loud as you count how many students are here all together, and when you hear me clap twice, turn and tell your partner."</b>  <ul style="list-style-type: none"> <li>• Give them time to count out loud, then give the signal.</li> </ul> S: will turn to partner and tell them their answer.  <b>T: "When I call on you, I want to hear what your partner told you." (Ex. "Sally, how many did your partner say?")</b>  S "My partner said she counted 6 students altogether" or my partner counted 6" or "6"  <b>T: "I will call the quietest tables first to go get a workmat, a bag of cubes, and come quickly back to your table. I'll know you're ready when I see you sit facing forward with your hands on your shoulders, like this."</b>  S: will wait to be called (by table number or name)</p> <p><b>Introduction to New Material (Direct Instruction): (10 minutes)</b>  <b>T: "I am going to tell a story with a secret math problem inside for you to solve. Listen carefully and see if you can hear what we need to solve."</b>  <b>"Ann is in her garden. She sees 6 little red birds sitting in a tree. They are very cute. Then she sees two blue birds fly into the garden to join them. How many birds are there in all?"</b>  <b>"Let's think of some ways we could solve the problem. I'll give you thirty seconds of quiet to think of a good way you could teach a friend to solve the problem. You may open your bags and use the cubes."</b>  (Let students think and use their cubes)  <b>T: "Please turn to your neighbor and teach them how you would solve the problem."</b>  S: will use the cubes to explain to their partner how they solved the problem  <b>T: "Take out your work mat. How can you show the two groups of birds on this mat?" (Choose a few names from the popsicle stick jar to share how they did it)</b>  <b>T: "Very good! We can use cubes to represent the birds. 1 cube=1 bird. So we can put 6 cubes in the right space, and 2 birds in the</b></p>		

left space.”

S: will re-arrange their cubes if needed to match the story

**T: “Stack your cubes together, or join them, to make one long stack”**

**“When you bring things together, you join them. The space at the top of the work mat is for us to write how many altogether. When I clap two times, I want all the girls to tell me what number I should write in the space.”**

Clap hands, girls will say together the number.

**Guided Practice: (15 minutes)**

**T: “Let’s look at the top of page 8 . Raise your right hand, and get your reading finger ready. Let’s read it together. When I pause, you tell me what word is next. It says ‘Ann sees \_\_\_\_ (5) birds on the fence.’ Count with me 1,2,3,4,5. ‘Then \_\_\_\_ (2 )more birds join them. \_\_\_\_\_ (How many) birds does \_\_\_\_ (she) see in all?’”**

Students will use pointer finger to follow along. When the teacher pauses, they say out loud the word that should go next.

**T: “Look at the next box. Here we can see the birds each sitting on one cube. The first part is 5. The second part is 2.”**

**“Let’s look how we can use our workmat to show the story. In the next box it says “You can join the parts to find the sum. Let’s clap how many cubes we can see in left space.**

Students clap 1,2,3,4,5.

**T: “Now how many in the right space?”**

S: clap 1,2.

**T: “When we join those together, we get seven. You can see they wrote 7 in the box on top. That is how many all together.”**

Use the modeling cycle:

Teacher Does:

**T: Our job today is to read these stories and use the workmat to 1) turn it into a math sentence and 2) find the answer.**

**“Let’s do number one together”**

**“Reading fingers out! When I pause, you know what to do. ‘There are \_\_\_\_ frogs in a pond. \_\_\_\_ more \_\_\_\_ join them. \_\_\_\_\_ frogs are there in all?’”**

**“Please show me with your hand how many frogs we start out with.”**

S: raise their hands and show five fingers . Teacher draws five frogs onto the workmat (drawn on the board or projected so the whole class can see)

**T: “Four more join them, so I’m going to draw four in the space right here. Now let’s count together how many in all”**

**“1,2,3,4,5,6,7,8,9”**

**“So nine goes in the box above, nine in all. To make our math sentence, we write  $5+4=$  how many? Write it in the air with your finger. Yes. Nine, so we write nine right here. Then again in the last space where it says 9 frogs.”**

Students Do with Teacher:

**T: “I need a smiling second grader to come up and help me do number two.”**

Choose someone who is smiling to come up

**“Let’s listen to {Bill} read our story out loud. Listen for the numbers we need.”**

S: reads the story out loud, with help where needed.

**T: “Great! {Bill} choose someone sitting quietly with their hand raised to help us know how many lady bugs to draw in the first box”**

S: will choose a peer to answer

**T: “The second?”**

S: will choose a peer to answer

**T: “Count with {Bill} how many all together”**

S: will count aloud

**T: “{Bill}, please show everyone where to write the numbers in our number sentence”**

**“Thank you! Are you ready to do it all by yourselves?”**

**Independent Practice: (7 minutes)**

**T: “Now you get to try number 3 and 4 on your own. Number three is a story about flowers. Number four is about stars.**

**Remember to draw the objects on your workmat to help you solve the problems. I’ll set the timer for 6 minutes. Ready, go!”**

When the timer goes off, clap your attention signal.

**Closing: (7 minutes)**

**T: “ When I say ‘find a friend’ I want you to stand up, take your paper only with you, and you will have ten seconds to find a friend and sit down with them somewhere in the room. ‘Find a friend’”**

S: will take paper, find another student, and sit down.

**T:** Count down from ten, then clap attention signal. **“Please share with your friend how you did number three.”**

Give them a few minutes, walking around listening, then have them find a new friend to repeat the process for number four.

**Assessment:**

**Problems 5-7 will be sent home as homework on the English side**