

Grade 2	Lesson: 1-2	Reference to English
Math Standard(s): 2.OA.1	Domain: Operations and Algebraic Thinking	
Content Objective(s):	Language Objective(s):	
Students will model joining stories and write an addition sentence. <i>我会做结合的应用题和写下加法算式。</i>	Students will use the word “join” when speaking about adding more to a group of objects. <i>我在做加法时，我会说“结合”。</i>	
Essential Understanding: Joining parts to make a whole is one interpretation of addition. Addition number sentences can be used to show joining parts of a whole	Academic Vocabulary for Word Wall: Listen: 结合，一共 Read: 一共 Write: Speak: 一共 Sentence Frame: 有_____。_____加入它们。一共有几个？	
Materials: • Connecting cubes (or teaching tool 1) • Workmat for each student • Guided Practice Sheets	Additional Lesson Vocabulary: 结合，一共	
Lesson: Stories about joining	Instructional Time: 45 minutes	
<p>Opening: (6 minutes) –</p> <p>T: “昨天你们学会写关于部分的算式。今天你会学习怎么为结合的故事写下加法算式。请大家把右手举起来。” S: will hold up their right hand T: “请把右手的 4 只手指放在桌子上。” S: will put down four fingers T: “现在把另一手的两只手指放在桌子上。桌子上一共有几只手指？请告诉你旁边的同学。” S: counts their fingers, waits for the signal, then tells their partner the answer. “6” T: “我们再来做一题。我要找 2 个穿红衣服的学生。” • Walk around the room, choose two students to come up to the front. T: “现在我要找 4 个穿白衣服的学生来加入。” S: all look for friends wearing white and turn and look at one. Walk around again, choosing 4 students to go to the front. T: “谁知道前面一共有几个学生，请告诉你旁边的同学。” • Give them time to count out loud, then give the signal. S: will turn to partner and tell them their answer. T: “我叫到你的名字时，请告诉我你旁边的同学说什么。” (Ex. “Sally, how many did your partner say?”) S “My partner said she counted 6 students altogether” or my partner counted 6” or “6” T: “请来拿工作板，一袋方块然后回座位。”</p> <p>Introduction to New Material (Direct Instruction): (10 minutes)</p> <p>T: “我来给你们一个应用题。” “Ann 在花园里，她看到 6 只红色的小鸟，然后又看到两只蓝色的小鸟。一共有几只小鸟？” “我们可以怎么解答这个问题？请花 30 秒钟来跟旁边的同学讨论。你们可以用袋子里的方块。” (Let students think and use their cubes) T: “请告诉我你们怎么来解答问题。” S: will use the cubes to explain to their partner how they solved the problem T: “把工作板拿出来。你可以怎么在上面显示这两组小鸟。” (Choose a few names from the popsicle stick jar to share how they did it) T: “很好。我们可以用方块来代表小鸟。1 个方块=1 只小鸟。所以我们会在右边放 6 个方块然后在左边放 2 个方块。” S: will re-arrange their cubes if needed to match the story T: “把方块连接在一起，或把它们结合起来，来成为一条。你把东西放一起时就是在结合。工作板上的空格是用来写总和。请告诉我我要在上面写什么数字。” Clap hands, girls will say together the number.</p> <p>Guided Practice: (15 minutes)</p> <p>T: “我们来看第 8 页。‘Ann 看到 ___(5) 只鸟在篱笆上。’ 跟我一起数 1,2,3,4,5. ‘然后又有 ___(2) 只鸟加入它们。她一共看到 ___(number of birds) 只鸟。’” Students will use pointer finger to follow along. When the teacher pauses, they say out loud the word that should go next. T: “看下一个格子。我们可以看到小鸟坐在方块上。一个部分是 5, 另一个部分是 2。”</p>		

“我们来看可以怎么用工作板来代表这个应用题。我们来看左边的格子里要放几个方块。

Students 1,2,3,4,5.

T: “右边要放几个？”

S: clap 1,2.

T: “我们把两个结合在一起会有 7 个。我会把 7 写在工作板的最上面。”

Use the modeling cycle:

Teacher Does:

T: “我们一起来做第一题。‘池塘里有 ___ 只青蛙。又有 ___ 只加入它们。一共有几只青蛙？请用手指比给我看。’”

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: “又有四只加入它们，所以我会右边的格子里写四。现在我们来数一共有几只。1,2,3,4,5,6,7,8,9”

“所以我们要在最上面的格子里写九。我们的算式是 $5+4=?$ 用手指写出答案。对，答案是九。”

Students Do with Teacher:

T: “我需要一名学生来帮忙。” Choose someone who is smiling to come up “___(Name)会帮我们把应用题念出来。”

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

T: “第一个格子里要写什么？”

S: will choose a peer to answer

T: “第二个格子里呢？”

S: will choose a peer to answer

T: “跟___一起数一共有几个。”

S: will count aloud

T: “{name}, 请给大家看要把数字写在算式的哪里。”

Independent Practice: (7 minutes)

T: “现在换你自己做第 3 和 4 题了。记得用工作板来帮助你解答问题。你们有 6 分钟来完成。”

When the timer goes off, clap your attention signal.

Closing: (7 minutes)

T: “请找一个同学跟你一起合作。”

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

T: Count down from ten, then clap attention signal. “请分享你怎么做第三题的。”

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