

Grade 2	Lesson: 10-1 Building 1,000	Reference to English
Math Standard(s): 2.NBT.1.b (also 2.NBT.1.a, 2.NBT.2)		Domain: Numbers and Operations in Base Ten
Content Objective(s):	Language Objective(s):	
Students will count by hundreds to 1,000. 我会一百个一数来疏导1,000。	Students will use the word thousand correctly. 我会正确地用“一千”这个词语。	
Essential Understanding: Numbers can be used to tell how many.	Required Academic Vocabulary for Word Wall: Listen: thousand Read: Write: Speak: Sentence Frame:	
Materials: <ul style="list-style-type: none"> • Blank Hundred Charts (Teaching Tool 14) • Place-Value blocks (or teaching tool 17) • Crayons • Whiteboards, Markers, Erasers • Building 1,000 (page 297) • Guided Practice (page 298) 	Additional Lesson Vocabulary: 百	
Lesson:		Instructional Time: 25 - 30 minutes

Opening: (4 minutes)

- Have 100s chart up on the board.
- Students will start on the carpet.

T: “你已经学习到关于到100的数字。今天你会学习到关于到1,000的数字。”

T: “我们来十个一数到100。请边拍手边十个一数给你旁边的同学听。”

S: will turn to their neighbor and clap hands while counting by tens to reach 100.

“10,20,30,40,50,60,70,80,90,100.”

T: “看百数表，一排有几个数字？告诉你旁边的同学。”

S: will turn to their neighbor and say, “10 numbers in each row.”

T: “有几排？用手指比给我看。”

S: will show 10 with their fingers.

T: “我们刚才十个一数，现在看看百数表，当你十个一数时，这些数字怎么改变？”

S: will respond, “the tens digit gets bigger.”

T: “对，十位数会增加。”

Introduction to New Material (Direct Instruction): (8 minutes)

- Have ten blank 100 charts up on the board.

T: “再看一下白板。之前我只有1个百数表，现在我有几个？”

S: will respond, “you have 10.”

T: “对，我有十个百数表。我的目标是要数到1,000。我要找出最快数到1,000的方式。”

T: “帮我想想看数到1,000的最快方式是什么。我数到100时，我们学习了很多不同的方式。我可以一个一个数：1,2,3,4,5,等等。我可以两个一数：2,4,6,8,10,等等。我可以五个一数：5,10,15,20,25,等等，但是最快的方式是十个一数：10,20,30,40,50,60,70,80,90,100。”

S: will count with the teacher to 100.

T: “跟你旁边的同学讨论数到1,000的最快方式是什么。提示：不是用十个一数。”

S: will turn to their neighbor and discuss the fastest way to count to 1,000.

T: “最快数到1,000的方式是什么？”

S: will respond, “count by 100s.”

T: “看白板上的百数表。有10个。跟我一起一百个一数：100, 200, 300, 400, 500, 600, 700, 800, 900, 1000. (write the number under each of the hundred chart – 100, 200, 300...)”

S: will count with the teacher.

T: “很好，我们很快地数到1,000了。我有一个问题，1,000里有几个100？”

S: will respond, “there are 10 100s in 1,000.”

T: “对，1,000里有十个100。我来把它写在白板上。”

T: “100里有几个10？”

S: will respond, “there are 10 tens in 100.”

T: “没错，100里有十个10。我来把它写在白板上。”

T: “10里有几个1？”

S: will respond, “there are ten ones in 10.”

T: “对10里有十个1。我来把它写在白板上。”

Independent Practice: (5 minutes)

T: “现在换你练习数到100了。我们一起做第一题，然后你自己做接下来的3题。”

T: “我会给你们一张纸，拿到纸就请会座位开始做。”

S: will collect their papers and return to their desk.

T: “我们来看第1题。它写：用红色的蜡笔把300圈起来。请用红色蜡笔把300圈起来。”

S: will circle 300 with a red crayon.

T: “请把纸举起来给我看。”

S: will hold up their papers.

T: “很好，请做第2,3和4题。如果你有问题，请问你旁边的同学。”

S: will complete the last four questions on guided practice.

- Teacher will walk around helping students as necessary.

T: “10,9,8,7,6,5,4,3,2,1. 时间到了。请把纸拿给我，然后回到地上的座位。”

S: will turn in their papers and sit on the carpet.

Closing: (4 minutes)

- Use the document cam.

T: “看白板上的表格：组成1,000。我需要你的帮忙来把它填满。我先来做第一排，之后我需要你告诉我其他的是什么。”

T: “1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.”

Assessment:

Guided Practice

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