

<b>Grade 2</b>	<b>Lesson: 10–5 Patterns with Numbers on Hundreds Charts</b>	<b>Reference to English</b>
<b>Math Standard(s): 2.NBT.2 (also 2.NBT.8)</b>		<b>Domain: Numbers and Operations in Base Ten</b>
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
<b>Students will find, identify and apply number patterns to numbers on a hundred chart.</b> 我会在百数表上找出序列。		Students will say it goes up to their neighbor. 我会告诉我旁边的同学一个数字会增加。
<b>Essential Understanding:</b> Counting and place-value patterns can be seen on hundreds charts.		<b>Required Academic Vocabulary for Word Wall:</b> <b>Listen:</b> <b>Read:</b> <b>Write:</b> <b>Speak:</b> <b>Sentence Frame:</b>
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Hundreds Chart</li> <li>• Whiteboards, Markers, Erasers</li> <li>• Patterns with Numbers on Hundreds Charts (page 313)</li> <li>• Guided Practice (page 314)</li> </ul>		<b>Additional Lesson Vocabulary:</b>
<b>Lesson:</b>		<b>Instructional Time: 40 minutes</b>

### Opening: (4 minutes) -

- Students will start on the carpet.
- Pass out whiteboards, erasers and markers.

T: “你已经学会怎么在百数表上找出序列了。看这个百数表。你看到什么序列?”

- Point at the hundreds chart and give the students time to think.

T: “告诉你旁边的同学你看到什么序列。”

S: will turn to their neighbor and tell them one pattern they found on the hundreds chart.

T: “我会请3个学生来告诉我百数表里有什么序列。”

- Teacher will call on three students and the students will count those patterns together (ex. 10, 20, 30, ...)

S: 3 students will tell the class the patterns they can identify on the hundreds chart.

T: “很好。”

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

- Use document cam to show page 313.

T: “看这个表格，你看到什么序列?”

S: will respond, “counting by tens.”

T: “看第一排。跟我一起数 10, 20, 30.”

S: will count with the teacher.

T: “下个数字是什么? 告诉你旁边的同学。”

S: will tell their neighbor, “40 comes next.”

T: “下个数字是什么?”

S: will shout out, “40.”

T: “对，下一个数字是40。我来写下来，接下来呢?”

S: will shout out, “50.”

T: “帮我把整排填满。”

S: will say the numbers that come next until they hit 100.

T: “很好，谢谢你的帮忙，请回座位。”

T: “你从左边看到右边看到什么序列?” (point at the chart as you ask)

S: will raise their hands and say, “it goes up” or “adding ten.”

T: “对，我们在加十。那么从上面到下面呢? 我们从上面的10开始往下看，数字怎么改变?”

S: will respond, “it goes up” or “adding 100.”

T: “很好。”

### Guided Practice: (10 minutes)

Using the Modeling Cycle:

Teacher Does:

T: “现在换你跟一个同学来练习了。你们会把表格填满然后轮流在表格上数数字。我来示范给你们看。”

1 Student Does with Teacher:

T: “我需要一位学生来帮忙。”

- Teacher will choose a student.

T: “我们来假装表格已经填满了。现在我们需要数数字。我从10开始然后你会说20，我会说30... 你看到序列了吗? 我们来看看。”

S: will say, “20.”

T: “30.”

S: will say, “40.”

T: “50.”

S: will say, “60.”

T: “70. 等等，直到我们完成表格。”

All Students Do:

T: “我叫到你们那组时，请来拿纸然后开始。记得要填满表格然后一起数出来。你们有5分钟。”

- Teacher will call out the groups and pass out the papers.

S: will fill out the chart and count.

- Teacher will walk around the room helping the students as needed and reminding them to talk throughout the activity.

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.

T: “我们来回答表格下面的问题。”

**Assessment:**

**Guided Practice**

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