Grade 2		Lesson: 2-1	Reference to English
Math Standard(s): 2.OA.1		**Domain: Operations and Algebraic Thinking**	
Content Objective(s):		**Language Objective(s):**	
Students will understand than addition facts involving 0,1,2 can be seen as finding numbers 0,1,and 2 more. *I understand than addition facts involving 0,1,2 can be seen as finding numbers 0,1,and 2 more..*		Students will use the words more than to describe addition problems using 0 ,1, and 2. *I can use the words more than to describe addition problems using 0 ,1, and 2*	
Essential Understanding: The number relationships of 0-more than,1-more than, and 2-more than are the basis for addition facts with 0,1,and2 .		**Academic Vocabulary for Word Wall:** **Listen: more than** **Read: more than** **Write:** **Speak: more, more than** **Sentence Frame:** **_____more than** **_____more**	
Materials: • **Counters (Teaching tool 10)** • **Guided Practice**		**Additional Lesson Vocabulary:**	
Lesson: Adding 0,1,2		**Instructional Time: 35 mins**	

Opening: (3 minutes)

T: "Put your hand on your head if you know how to write addition sentences."

S: will put their hands on head, watch for those who hesitate or don't understand the words addition sentence

T: "Today, we write addition sentences for adding 0, 1 more, and 2 more."

"So let's say I have an apple tree in my yard at home. If I pick 5 apples and Billy picks 1 more than I pick, how many does Billy have? Whisper to your neighbor."

S: will whisper answer to neighbor

T: "If I pick 5 apples and Billy picks 2 more than I pick? Whisper to your partner."

S: will whisper to their partner

Introduction to New Material (Direct Instruction): (7 minutes)

• Split students into groups of three, giving each group 12 counters and page 37.

T: "Put 0 counters in the box that says 0 more, 1 in the box that says 1 more, and 2 in the box that says 2 more."

S: will place counters in the boxes

T: Write 3+2=_____ on the board "How can you use counters and one of the boxes to solve this problem? Work with your partners to figure it out."

S: will work with their counters

T: Ask a few groups to explain to the class how they did it. "Great! Let's do one together." Write 4+1=_____ on the board." How can you show the first part of this addition sentence with counters?"

S: will place 4 counters at the top of their page

T: "Point to the box that has the number of counters that you need to add to this?"

S: will point to the 1 more box

T: "Now add the counters, and use your fingers to show me the answer"

S: will show five fingers.

Guided Practice: (10 minutes)

T: Write 7+2=____ 3+1=_____ 8+0=_____ and 4+2=_____ on the board. **" You now have 5 minutes to work with your partners and use counters and the boxes to answer these four problems. Then write them in the spaces given on the page."**

When the five minutes is up, clap for attention.

Use the modeling cycle:

Teacher Does:

T: "Look at page 38. Let's do number 1 together. The instructions say to circle the 0,1,or2. So let's first circle the 0, like this."

S: will circle the 0

T: Now we can use our counters to model if we want, so get four counters out. Now add 0 counters. How many counters do you have now? Write it in the answer spot."

S: will write in their answer

2 Students Do with Teacher:

T: "Let's have two helper lead us for number 2." Have students come write the problem on the board or work on the projected

page.
S: will come up
T: "Remember to circle the 0,1, or 2"
S: will lead the class in using the counters to solve the problem.
T: "Great!"

Independent Practice: (11 minutes)
T: "Now it's your turn to practice on your own. You have 10 minutes to do number 3-22. Go! When you hear me clap my hands, put your things away and meet me at the rug."
S: will work independently

Closing: (5 minutes)
Clap hands to gather students at rug.
T: "Great work! Today we learned when you add 0, 1, or 2 to any number, you just have 0, 1, or 2 *more than* that number. What is 2 more than 6 ? Use your fingers to show me>"
S: will use fingers
T: Good! I'm going to give you some tricky ones now. What's 2 more than 26? What's 2 more than 66? Why is adding 2 to a number greater than 10 like adding 2 to a number less than 10?"
S: will share their ideas.

Assessment:

Homework, page 40 in English