

Grade 2	Lesson: 2-2	Reference to English
Math Standard(s): 2.OA.1	Domain: Operations and Algebraic Thinking	
Content Objective(s):	Language Objective(s):	
Students will master addition facts in which both addends are the same. <i>I can solve addition facts in which both addends are the same.</i>	Students will use the word double when talking about addition problems in which both addends are the same. <i>I can use the word double when talking about addition problems in which both addends are the same.</i>	
Essential Understanding: Doubles facts can be associated with memorable real-world situations.	Academic Vocabulary for Word Wall: Listen: double, double fact Read: Write: Speak: double, double fact Sentence Frame: Double _____	
Materials: <ul style="list-style-type: none">Counters (Teaching tool 10)Guided Practice	Additional Lesson Vocabulary:	
Lesson: Doubles		Instructional Time: 30 minutes
<p>Opening: (3 minutes) – T: We’ve been learning lots of ways to solve addition problems. Today we’re going to learn what’s called doubles. Doubles are when both the numbers we’re adding are the same, like adding the wheels on each side of a car (2+2) or the legs on each side of a spider(4+4). Can you think of some things in the world around us that come in doubles?” S: will think. As they think, draw a spider on the board and write 4+4 underneath. T: “I’m going to choose three people to come up and draw what double they thought of, and we’re going to guess what it is.” S: will draw their examples, the class will guess what it is and what the doubles fact is.</p> <p>Introduction to New Material (Direct Instruction): (5 minutes) Students should have counters and their workpages at their desk. T: “How can you use counters to show double 4?” S: will decide how to show 4+4 T: On the board, draw a big rectangle with a vertical line through it. Draw four circles in the left side of the box. “Put four counters on your workspace on page 41 to look like what we drew on the board.” S: will use counters T: “How can I show double 4? Use your counters on the workspace to show me how you would do it.” S: will place four more counters on the right side. T: Draw 4 circles on the right side, then write ____ + ____ = ____ “What sentence can I write to show the fact for double 4? Turn and tell your partner” S: will tell partner the sentence T: “Great! Whenever we do doubles, we have the same number on each side of the box, so we have the same number on each side of the plus sign in our sentence.”</p> <p>Guided Practice: (8 minutes) T: “There are spaces to do two more doubles facts on page 41. Work with your partner and use counters to show me two more double facts and the sentences that go with them. You have 3 minutes. Go!” S: work in pairs to do page 41</p> <p><u>Use the modeling cycle:</u> Students should have page 42. Teacher Does: T: “Today you will use counters to help you solve these doubles facts. Let’s do number 1 together. They have written 8+ ____=16. Hmmm. To be a double, both numbers we’re adding should be the same. So can I write in 8+3=16? Thumbs up or down.” S: use thumbs to answer T: “What about 8+8=16. Thumbs up or down.” S: use thumbs to answer T: “Yes. In order for it to be a double, it has to be 8+8.</p> <p><u>2 Students Do with Teacher:</u> T: Let’s have two students come up and help us do number 2.”</p>		

S: will come to the front and teach how to answer number 2

T: "You can see on this one, there are two blank spaces. All we have is ____+3= _____. But we know it's a double, so that's enough. It has to be 3+3."

Independent Practice: (8 minutes)

T: "You can use your counters to help you, and remember *doubles* means *the two numbers being added are the same*. You have 8 minutes to do number 3-17 on your own.

Closing: (3 minutes)

Gather students at the rug

T: "Tell your partner what a double is."

S: turn and tell their partner

T: "Thumbs up if it's a double, down if it's not. Close your eyes. 5+5, 2+3, 9+9, 10+10, 7+6

S: will close eyes, listen, and use thumb to answer

Assessment:

Watch student responses to closing activity. Take note of the students struggling with the concept. Pg 44 Problem Solving to be given out in English