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| 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. 我会解答一样加数的加法算式。 | Students will use the word double when talking about addition problems in which both addends are the same. 当我加一样加数的算式时，我会用‘倍数’这个词语。 | |
| Essential Understanding: Doubles facts can be associated with memorable real-world situations. | Academic Vocabulary for Word Wall: Listen: 倍数 Read: Write: Speak: 倍数 Sentence Frame: 倍数_____ | |
| Materials: • Counters (Teaching tool 10) • Guided Practice | Additional Lesson Vocabulary: | |
| Lesson: Doubles | Instructional Time: 30 minutes | |
| Opening: (3 minutes) – T: 我们最近学会很多解答加法问题的方式。今天你会学习什么是倍数。倍数是一样加数的加法。例如：车子两边的轮胎 (2+2) 或蜘蛛两边的脚 (4+4)。你可以想到什么是用倍数的吗？” S: will think. As they think, draw a spider on the board and write 4+4 underneath. T: “我需要三个学生上来帮我画一个倍数，然后我们会猜看看是什么。” S: will draw their examples, the class will guess what it is and what the doubles fact is. | | |
| Introduction to New Material (Direct Instruction): (5 minutes) Students should have counters and their workpages at their desk. T: “你可以怎么用计数板来显示 4 的倍数？” 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. “在第 41 页上跟我一样放四个计数板。” S: will use counters T: “你要怎么显示 4 的倍数？在工作板上用计数板来做给我看。” S: will place four more counters on the right side. T: Draw 4 circles on the right side, then write ____ + ____ = ____ “我可以为 4 的倍数写出什么算式？告诉你旁边的同学。” S: will tell partner the sentence T: “很好，我们在做倍数时，格子两边的数字都会是一样的，所以算式里加号的两边会是一样的数字。” | | |
| Guided Practice: (8 minutes) T: “请和一个同学一起用计数板再做两个倍数的题目并写出它们的算式。你有 3 分钟。” S: work in pairs to do page 41 | | |
| <u>Use the modeling cycle:</u> Students should have page 42. Teacher Does: T: “今天你会用计数板来帮助你解答倍数的问题。我们一起来做第 1 题。8+____=16。倍数的加数必须是一样的，所以我可以写 8+3=16 吗？用大拇指比给我看。” S: use thumbs to answer T: “那 8+8=16 呢？用大拇指比给我看。” S: use thumbs to answer T: “对，一定要是 8+8 才会是倍数。” | | |
| <u>2 Students Do with Teacher:</u> T: 我需要 2 个学生来帮忙。” S: will come to the front and teach how to answer number 2 T: “你可以看大这题有两个空格：____+3=____。但是我们知道是倍数，所以一定是 3+3。” | | |
| Independent Practice: (8 minutes) T: “现在换你自己做了。你有 8 分钟来完成第 3—17 题。” | | |

Closing: (3 minutes)

T: “告诉你旁边的同学倍数是什么。”

S: turn and tell their partner

T: “请把眼睛闭上，请用大拇指来比出我念的算式是不是倍数。 $5+5$, $2+3$, $9+9$, $10+10$, $7+6$

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

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