

Grade 2	Lesson: 2-3	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 the addends are one apart. 我会解答加数差一的加法算式。	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: Basic addition facts that are near doubles can be found using related doubles fact.	Academic Vocabulary for Word Wall: Listen: 相关 Read: Write: Speak: 倍数， 相关， 接近倍数 Sentence Frame: _____.	
Materials: • Connecting cubes (Teaching tool 1) • Guided Practice Page	Additional Lesson Vocabulary: 接近倍数， 倍数	
Lesson: Near Doubles	Instructional Time: 30 mins	
<p><b>Opening: (3 minutes)</b></p> <p>T: 昨天我们学习到关于倍数。今天你会学习怎么做接近倍数的问题。”</p> <p>Choose 10 students to come up and form two rows of five, standing side by side so the lines are even.</p> <p>“这些学生可以用哪个倍数 来代表？”</p> <p>S: will say double 5</p> <p>T: 对， 五的倍数等于十。我们不需要一个一个数， 我们知道有两排五就知道是 5 的倍数了。”</p> <p>Ask one more child to come up and join one of the lines.</p> <p>T: “现在还是倍数吗？用大拇指比给我看。”</p> <p>S: No, thumbs down</p> <p>T: “但是很接近倍数吗”</p> <p>S: yes!</p> <p>T: “我们可以写出什么加法算式？” Call a student to come write on the board</p> <p>S: will come write on the board</p> <p>T: “很好， 这就叫做接近倍数。”</p> <p><b>Introduction to New Material (Direct Instruction): (5 minutes)</b></p> <p>T: 为什么这叫做接近倍数？告诉你旁边的同学。”</p> <p>S: Turn and tell their neighbor</p> <p>T: “所以你知道 <math>2+2=4</math>. 那是倍数， 所以它怎么能帮你找出 <math>2+3</math> 是什么？”</p> <p>Pass out connecting cubes</p> <p>T: “ 跟一个同学合作来用方块找出 2 的倍数怎么帮你解答 <math>2+3</math>”</p> <p>S: will take time in partners to discuss and model</p> <p>T: “很好， 你们按照颜色做出了两叠方块， 然后在一叠上多加了一个方块。因为你知道 2 的倍数是 4, 所以多一就会是 5， 那就是你的答案。如果你看到一个接近倍数的加法算式， 你就会知道要做倍数然后加一。”</p> <p><b>Guided Practice: (10 minutes)</b></p> <p>T: “看第 45 页。上面有两列， 请指出左边的那一列”</p> <p>S: will point to left column</p> <p>T: “你要在这一列写下倍数算式。请指出右边的那一列。”</p> <p>S: will point</p> <p>T: “你会在这一列写上接近倍数的算式。你有 5 分钟来跟同学写出三个倍数和接近这个倍数的算式。用方块来帮你。”</p> <p>S: Will use cubes to work on page 45 with a partner</p> <p><u>Use the modeling cycle:</u></p> <p>Teacher Does:</p> <p>T: “今天你可以用计数板来帮助你解答倍数的算式， 但是以后你需要记得这些倍数因为以后就不能用计数板了。看第 46 页。我们一起做第 1 题。”</p>		

**"2+2=\_\_\_\_. 做出两叠计数板，每叠要有 2 个计数板。答案是什么？"**

S: chorally respond, 4

T: 很好，你已经用记得了。现在要找出第 1 题的第二个部分，也就是找出接近这个倍数的算式  $2+3=?$ "

S: chorally respond 5

T: "很好，所以今天做的题目都会有两个部分，你要找出倍数和接近倍数。"

2 Students Do with Teacher:

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: "很好"

**Independent Practice: ( 5 minutes)**

T: "现在换你自己做第 3—12 题了，你有 5 分钟来完成。"

S: will work independently at desks.

**Closing: (3 minutes)**

T: "告诉你旁边的同学倍数是什么"

S: turn and tell their partner

T: "现在告诉你旁边的同学接近倍数是什么。"

S: will tell partner

T: "记得要先找出倍数然后再加一。今天做的很好。"

**Assessment:**

**Write three doubles facts on the board. Let students choose one, then have them draw a picture that shows the *near doubles* story.**