

Grade 2	Lesson: 2-4	Reference to English
Math Standard(s): 2.OA.1 Domain: Operations and Algebraic Thinking		
Content Objective(s):	Language Objective(s):	
Students will use the commutative property to find sums. 我会用加法交换性来找出总和。	Students will use the word separate when talking about subtraction problems. 我在做减法问题时, 会用 ‘分开’ 这个词语。	
Essential Understanding: Two numbers can be added in any order.	Academic Vocabulary: Listen: 加数, 顺序 Read Write: Speak: 加数 Sentence Frame: _____是_____的相关算式。	
Materials: <ul style="list-style-type: none"><li>Beads of different colors and a string</li><li>Connecting cubes (teaching tool1) (9 each of two different colors per child)</li><li>Guided Practice Sheet</li></ul>	Language and Word Wall: 加数	
Lesson: Adding in any order		Instructional Time: 30 mins
<p><b>Opening: (3 minutes)</b></p> <p>T: “你已经学会怎么相加数字了。你觉得我们做加法时, 加数的顺序 重要吗? 这就是我们今天会学习到的。”</p> <p>“这里有一条线, 我要做一条项链。我会放 4 颗红色的 珠子和 6 颗黄色的珠子。你喜欢我的项链吗?”</p> <p>Hold it up for the class to see.</p> <p>“有 4 颗红色的珠子和 6 颗黄色的珠子。我可以用什么加法算式来表示出一共有几颗珠子?”</p> <p>Write <math>4+6=10</math> on the board. Turn the necklace around so the 6 yellow beads are on the opposite side of the necklace.</p> <p>“现在可以写出哪个加法算式?” Ask a student to come up and write</p> <p>S: will write <math>6+4=10</math></p> <p>T: “为什么珠子的总和都是一样的?”</p> <p><b>Introduction to New Material (Direct Instruction): ( 5 minutes)</b></p> <p>Each student should have connecting cubes in two colors and page 49.</p> <p>T: “用方块来显示 <math>4+5=9</math>。”</p> <p>S: will use two colors to model</p> <p>T: “如果我们把加数交换位子, 总和会怎么样? 请试试看。”</p> <p>S: will use cubes to flip the addends</p> <p>T: “<math>4+5</math> 交换位子会是 <math>5+4</math>. 现在请看第 49 页。上面这个机器是帮助我们加数交换位子的机器, 我们今天会用它来帮助我们解答问题。帮我做出一条有 2 个一样颜色的方块然后另一条有 4 个一样颜色的方块。”</p> <p>S: will use cubes</p> <p>T: “我们来把两条连接在一起。我们可以写下什么算式? 告诉你旁边的同学。”</p> <p>S: will say <math>2+4</math></p> <p>T: Write <math>2+4=6</math> on the board. “现在把它反过来”</p> <p>S: will flip their stack</p> <p>T: 现在我们可以写下什么算式? Write <math>4+2=6</math> on the board. 用大拇指比出这个算式对不对。</p> <p>S: will use thumbs</p> <p>T: “我们可以用这些方块来让我们看到, 当我们把加数反过来时, 答案会是一样的。”</p> <p><b>Guided Practice: ( 10 minutes)</b></p> <p>T: “现在换你和同学练习了。想出一个加法算式然后用方块来表示。把连接起来的方块放进机器里。”</p> <p>Show them where to place the train</p> <p>“写下加法算式。之后把方块反过来然后写下算式。”</p> <p>S: will work with a partner to do the turn around facts.</p> <p><u>Use the modeling cycle:</u></p> <p>Teacher Does:</p> <p>T: “ 请看第 50 页。你需要写下加法算式。我们一起来做第 1 题。跟我一起数有几个红色的方块 1,2,3”</p> <p>S: will count out loud</p>		

T: “有几个蓝色的方块？写下加法算式。”

S: will write in the addition sentence

2 Students Do with Teacher:

T: “现在我需要 2 个学生来帮我。记得说出 \_\_\_\_ 反过来是什么。”

S: two students will come up and lead the class in doing number 2

T: “很好。”

**Independent Practice: ( 7 minutes)**

T: “现在换你自己做第 3—10 题了。你可以用方块来帮助你。”

S: will do number 3-10 independently

**Closing: (5 minutes)**

T: “我会在白板上写出一个加法算式，请你们在纸上为算式画出方块。然后画出反过来的方块并写下算式。”

S: will draw

•Check student’s responses for understanding

**Assessment:**

**Response activity, and page 52 given in English**