

Grade 2	Lesson: 2-5	Reference to English
Math Standard(s): 2.OA.1 Domain: Operations and Algebraic Thinking		
Content Objective(s):	Language Objective(s):	
Students will find the sum of three addends using any order. 我会用任何顺序来找出三个加数的总和。	Students will use the word addend when talking about addition problems. 我在做减法问题时，会用“加数”这个词语。	
Essential Understanding: Three or more whole numbers can be grouped and added in any order.	Academic Vocabulary for Word Wall: Listen: 任何顺序 Read: Write: Speak: 首先，然后 (sequencing words) Sentence Frame: 首先要把 ____ 相加。然后 ____ + ____ 是 ____。	
Materials: <ul style="list-style-type: none"> Connecting cubes (Teaching tool 1) Paper bag Guided Practice Sheet 	Additional Lesson Vocabulary: 加数	
Lesson: Adding Three Numbers		Instructional Time: 30 mins
Opening: (3 minutes) <ul style="list-style-type: none"> Prepare a bag of connecting cubes (three different colors) for each group of three. T: 你已经学会怎么解答两个加数的加法问题了。今天你会学习怎么相加多于两个加数的加法问题。你什么时候会做多于两个加数的加法？告诉你旁边的同学。” S: will tell partner T: “我叫到你时，请告诉我你的同学告诉你什么” Call on a few students S: will share what they heard their partner say T: “很好。”		
Introduction to New Material (Direct Instruction): (5 minutes) T: “你和两个朋友在数有几辆车经过他们。你数 6 辆红色的车，一个朋友数 5 辆白色的车，另一个朋友数了 4 辆银色的车。我们来想想看可以怎么找出 6, 5 和 4 的总和。” Split children up into groups of three, giving each connecting cubes in a paper bag. On the board, write 6+5+4. T: 从袋子里拿出方块来找出相加这些数字的不同方式。 S: will work in their small groups with cubes to find different ways to represent and group the numbers. T: “你怎么做出来的” Choose a few groups to explain their methods to the class. If no-one suggests making ten to add, make a single stick showing the numbers in the order 6,5, and 4 in three different colors. T: “我可以把这 4 个方块移动到这 6 个方块前面吗？想想看我们昨天学习到什么。用大拇指比给我看。” S: will use thumbs to answer, yes Move the cubes to the front. Point to the colors showing 4 and 6 T: “这两个颜色一共有几个方块？用手指比给我看。” S: will hold up ten fingers T: “很好，所以我们要先做 4+6。然后我们再来加 10 和 5。我们可以移动数字来让我们比较容易相加（例如：倍数，接近倍数，多 1 或多 2）。”		
Guided Practice: (12 minutes) T: “请把方块收回袋子里。” S: will break cube up until they are single cubes, then place them back in the bag. T: “我们来玩一个游戏。首先，一个同学要把眼睛闭起来然后从袋子里拿出方块直到有每个颜色的方块。之后你们三个会按照一样的颜色来连接方块并数出每个颜色的方块有几个。把数字写在 53 页上的格子里。所以你们从袋子里拿出方块之后要做什么？” S: will respond “Put the cubes of the same color together, count them, and write the number in the boxes.” T: “很好，你写出加数之后需要决定用什么加法技巧来相加。圈出你先相加的数字，把它们的总和写在这个格子里然后加上最后一个加数来找出全部数字的总和。你应该把哪两个数字圈起来？告诉你旁边的同学。” S: will tell partner to circle the numbers they added first. T: “Great, and each time say “First we add _____. Then _____ + _____ = _____.”		

T: “你有 5 分钟。请开始。”

Use the modeling cycle:

Teacher Does:

T: “今天你会练习用不同方式来相加三个加数。我们加三个数字时，要先选两个来相加然后再加上第三个数字。我们来看第一题，我们先相加的两个数字已经被圈起来了。你可以看出他们用了哪个加法技巧吗？告诉你旁边的同学。”

S: Will tell partner double 6

T: 对，我们知道 6 的倍数是 12，所以要先做 6 加 6。所以现在我们要做 3 加 12 来得到答案。所以答案是 15。下一题，我们要先加另外两个数字：6 加 3。请用手指比出 6 多 3 的答案。”

S: will hold up 9 fingers

T: 很好，所以要把 9 写在格子里，现在找出 9 多 6 的答案：15。

做这些题目时，请圈出你先加的两个数字。

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. If they don't explain that they can use the near doubles strategy, remind them.

Independent Practice: (8 minutes)

T: “现在换你自己做第 3—14 题了。记得要把你加的第一个数字圈起来。你有 8 分钟来完成” Walk around watching and working with students who may need re-enforcement.

Closing: (3 minutes)

Have students get out their whiteboards. Write $3+5+6$ on the board

T: “为这些数字写下两个不同相加的方式。”

S: will write, then hold up board.

Assessment:

Whiteboard assessment