

Grade 2	Lesson: 4-1	Reference to English
Math Standard(s): 2.OA.4 Domain: Operations and Algebraic Thinking		
Content Objective(s):		Language Objective(s):
Students will model repeated addition to write number sentences. <i>I can model repeated addition to write number sentences.</i>		Students will use the phrase repeated addition to describe adding multiples of the same number. <i>I can use the phrase repeated addition to describe adding multiples of the same number.</i>
Essential Understanding: Repeated addition involves joining equal groups.		Academic Vocabulary: Listen: repeated addition, equal groups Read: so Write: Speak: plus Sentence Frame: _____ plus _____ plus _____
Materials: • Two color counters (Teaching tool 10)		Language and Word Wall: Repeated, equal
Lesson: Repeated Addition		Instructional Time: 35 mins
<p>Opening: (5 minutes) – Choose 5 students to come up to the front of the class. Give each two crayons. T: “How can we find out how many crayons there are all together? Think to yourself.” Write $2+2+2+2=$ on the board. T: “ I know there are 5 people, and they each have 2 crayons. Can I do $5+2=?$ Thumbs up or down.” S: Thumbs down T: “ Ok. I’m going to have each student give me their crayons, count with me as they each hand them to me and sit back down.” S: will count loud loud, 2,4,6,8,10 T: “5 people with 2 crayons each makes 10 crayons in all.”</p> <p>Introduction to New Material (Direct Instruction): (10 minutes) Arrange students in pairs. Each pair should have page 101 and counters. T: “Let’s say four people go on a hike together. Each of them brings four oranges. How can you find out how many oranges the hikers have in all? With your partner, use the boat on page 101 and your counters to try and solve the problem.” S: will work with partners T: “Good. Let’s go through it all together. This boat has 4 boxes in it. Each box can be used to show the number you are adding. So in our story, where 4 hikers each have 3 oranges, each box represents one hiker. So how many counters should I put in each box. Show me with your counters.” S: will put three counters in each box T: “Does each box have the same number of counters inside?” S: Yes T: “These are called <i>equal groups</i>, when the number in each group is the same. So in number one, we can write in $3+3+3+3=$. Count up your counters, and write in the answer as well” S: will count and write in the addition sentence T: “Now let’s say that each of the four hikers collect 4 leaves from the ground. Use your counters in the boxes to show, then find the answer and write it all on number 2.” S: in pairs, students work to solve T: “ Great! I see may of you put four counters in each box. So our addition sentence will be $4+4+4+4= 16$” S: will check their answers, fill in number 2 T: “And now let’s say each of the four hikers also collected 2 acorns. Again, use your counters to model and then solve the problem” S: will work together to solve T: “God job! Lots of you have two counters in each box! Now make sure your sentence says $2+2+2+2=8$, and you’re all done!”</p> <p>Guided Practice: (5 minutes) <u>Use the modeling cycle:</u> Teacher Does: T: “Look at page 102. Find number one and point to it” S: Students will point to number 1 T: “This is just like what you did in partners, but these ones have the equal groups all in boxes for you already. Your job is to add them all up and find out how many all together.</p>		

Number one has $2+2+2=$ Count with me by two's 2,4,6. Good! 6."

2 Students Do with Teacher:

T: "Let's have 2 helpers come show us how to do number 2."

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

Independent Practice: (10 minutes)

T: "Now you have time to practice on your own. Do through number 10."

S: will work independently

Walk around the room watching students work.

Closing: (5 minutes)

T: "Great job today! Now I'm going to give you a piece of paper. On your paper, please draw a picture to show how you can make a model to solve this problem and write the addition sentence:

I have four bowls. Inside each bowl, I put 3 cherries. How many cherries do I have all together?"

S: will draw

Clap hands for attention.

T: "Put your pencils away and stand up with your paper."

S: will stand with paper only

T: "When I say go, I walk slowly around the class until you hear me whisper stop, then find the person closest to you and sit down. Go!"

S: will walk silently until they hear the cue, then find someone and sit down

T: "Take turns telling each other how you solved it."

Assessment:

Collect half-sheets of paper and assess children's understanding