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| **Grade 2** | **Lesson: 4-3**  **Practicing Repeated Addition** | | | Reference to English |
| **Math Standard(s): 2.OA.4 Domain: Operations and Algebraic Thinking** | | | | |
| **Content objective(s):** | | **Language Objective(s):** | | |
| Students will use repeated addition to solve problems.  *I can use repeated addition to solve problems.* | | Students will practice say number sentences after they have solved the problems.  *I can practice saying number sentences.* | | |
| **Essential Understanding:**  Repeated addition involves joining equal groups. | | **Required Academic Vocabulary for Word Wall:**  **Listen:**  **Read:**  **Write:**  **Speak:**  **Sentence Frame:** | | |
| **Materials:**   * Two-color counters (or teaching tool 10) – 20 counters/pair * Guided and Independent Practice pages 110-111 | | **Additional Lesson Vocabulary:**  Repeated addition | | |
| **Lesson:** | | | **Instructional Time: 20-25 minutes** | |
| **Opening: (3 minutes)**  **T: “Today we are going to learn how to use repeated addition to solve world problems.”**   * Draw 2 rows with 3 counters in each on the board.   **T: “Look at the picture I drew on the board. How many counters are there in all?”**  S: *will count and say, “6 counters.”*  **T: “Now I want you to use repeated addition to solve rather than counting. How many counters are in the top row?”**  S: *“3 counters.”*  **T: “Yes, there are 3 counters in the top row. I will write 3 on the first line of the number sentence.”**  **T: “How many counters are on the bottom row? Tell your neighbor.”**  S: *“3 counters.”*  **T: “Show me with your fingers.”**  **T: “I will write 3 on the second line in the number sentence.”**  **T: “Read the number sentence with me. Three plus three equals six.”**  **Introduction to New Material (Direct Instruction): (5 minutes)**   * Pass out counters to pairs of students.   **T: “I am going to pass out counters to every 2 students. When I pass them out, please don’t touch them, just leave them on the floor in front of you. Please turn toward your partner.”**  **T: “To start I am going to read a story problem. Rich lines up his toy trucks in 4 rows. How many rows?”**  S: *“4.”*  **T: “He places 3 trucks in each row. Use your counters to set them up the same way Rich set up his trucks.”**  S: *will work together using the counters to show how Rich set up his trucks.*  **T: “When you are done setting up your counters I want you to come up to my board and write down the repeated addition number sentence.”**  S: *will write 3 + 3 + 3 + 3 = 12.*  **T: “Let’s check your answers. Rich had 4 rows. I will draw a line for each row on the board.”**  **T: “On each row he had how many trucks?”**  S: *“3 trucks.”*  **T: “I will draw 3 trucks on each row.”**  **T: “Now I will write 3 next to each row because there are three trucks in each row.”**  **T: “Now I will write it into a number sentences. 3 + 3 + 3 + 3 = 12. Did I get the same answer as you guys?”**  S: *“yes” or “no”*  **Guided Practice: (4 minutes)**  *Use the modeling cycle:*  All Students Do:  **T: “Now we are going to do one more problem. I will read it and you and your partner need to solve it and write the number sentence on my board.”**  **T: “Luke lines up his toy trucks in 5 rows. He places 4 trucks in each row. How many trucks does Luke have in all?”**  S: *will solve the problem and write and read the number sentence.*   * Check the students’ answers on the board. * Go over the problem just like the first.   **Independent Practice: (8 minutes)**   * These are all word problems. The teacher will read the problems to the students and the students will solve them.   **T: “I will read the word problems and I need you to solve them using repeated addition!”**  **T: “Monica has 2 shelves in her pantry. Show me with your fingers how many shelves Monica has.”**  S: *will show 2 fingers.*  **T: “She puts 3 cans of peas on each shelf. How many cans on each shelf? Show me with your fingers.”**  S: *will show 3 fingers.*  **T: “How many cans of peas does she have in all? Draw a picture of the shelves with the cans on each shelf in the square on the right.”**  S: *will draw the shelves with cans.*  **T: “Now fill in the number sentence.”**  S: *will fill in the number sentence.*  **T: “Read the number sentence to your neighbor.”**  S: “three plus three equals six.”  **T: “Let’s read it as a class. Three plus three equals six.”**   * Continue with the next 5 problems.   **Closing: (2 minutes)**  **T: “Last problem of the day. I need you to find the missing numbers. Frank has 10 baseball cards. He places them in 2 rows. How many baseball cards are in each row? Write down the missing numbers.”**  S: *will write down the missing numbers.*  **T: Read the number sentence with me. Five plus five equals ten! Good job.”**  **T: “Today you did a very good job using repeated addition to solve problems.”** | | | | |
| **Assessment:** | | | | |
| **Guided and Independent Practice Page 110-111.** | | | | |