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| **Grade 2**  | **Lesson: 4-4****Problem Solving: Draw a Picture and write a Number Sentence** | Reference to English |
| **Math Standard(s): 2.OA.1 Domain: Operations and Algebraic Thinking** |
| **Content objective(s):** | **Language Objective(s):** |
| Students will draw pictures and write number sentences to solve addition problems.*I can draw pictures and write number sentences to solve addition problems.* | Students will write and read repeated addition number sentences with their partner.*I can write and read repeated addition number sentences with my partner.* |
| **Essential Understanding:**Information in a problem can often e shown using a diagram and used to solve the problem. Some problems can be solved by writing and completing a number sentence or equation. | **Required Academic Vocabulary for Word Wall:** **Listen:****Read:****Write:****Speak:** **Sentence Frame:** |
| **Materials:*** Crayons or pencils
* Whiteboard, erasers and markers
 | **Additional Lesson Vocabulary:**Balloons, crayons, tables, flowers, petals |
| **Lesson:**  | **Instructional Time: 20 – 25 minutes.** |
| **Opening: (3 minutes)** **T: “You have learned how to solve repeated addition problems. Today, you will learn how drawing a picture will help you solve word problems that use repeated addition.”****T: “Who likes to draw pictures?”**S: *will raise their hands.** Ask 5 students to stand in front of the class. Give each student 3 crayons or pencils.

**T: “How can we solve a problem that asks how many crayons these children have in all?”**S: *“you can count” or “you can use add” or “repeated addition.”***T: “Yes, those are all ways that we can solve this problem.”****Introduction to New Material (Direct Instruction): (6 minutes)*** Pass out whiteboard, erasers and markers.

**T: “I am going to tell you a story and I want you to draw it on your whiteboard.”****T: “There are 4 tables in a classroom. Please draw the 4 tables.”**S: *will draw the 4 tables.***T: “Three children sit at each table. Please draw the three children at each table.”**S: *will draw three children at each table.***T: “Please write the number sentence for this problem.”**S: *will write 3 + 3 + 3 + 3 = 12***T: “Please show me your boards.”*** Check student work to make sure they understood the problem and wrote the correct number sentence.

**T: “Please read the number sentence to your neighbor.”**S: *“three plus three plus three plus three equals twelve.”***T: “Please read the number sentence to me and I will write it down.”**S: *“three plus three plus three plus three equals twelve.”***T: “Let’s do another problem. I will read it and I want you to draw it first.”****T: “If 5 flowers have 4 petals each, how many petals are there in all? Please draw the flowers.”**S: *will draw the flowers.***T: “Show me your drawings.”****T: “Now, please write the number sentence and read it to your partner.”**S: *will write and read, “4 plus 4 plus 4 plus 4 plus 4 equals 20.”***T: “What is the number sentence?”**S: *“4 plus 4 plus 4 plus 4 plus 4 equals 20.”***T: “Good job! That is correct. There are 5 flowers and 4 petals on each flower, so you had 4, 5 times.”****Independent Practice: (6 minutes)****T: “We are going to continue drawing 2 more problems from the guided practice page 114. But you will draw them on your whiteboard instead of page 114.”*** Go through the same process with problems 1 and 2 on page 114 as you did with the previous 2 problems.

**Closing: (4 minutes)****T: “Last problem of the day. This one is problem number 4 from the Independent practice sheet.”****T: “I will read the problem and I need you to draw it on your whiteboards.”****T: “There are 4 children with balloons. If each child has 3 balloons, how many balloons are there in all?”****T: “What are you going to draw first?”**S: *“4 kids.”***T: “And how many balloons does each child have?”**S: *“3 balloons.”***T: “Alright, go ahead and draw.”**S: *will draw the children with balloons on their whiteboards.***T: “Show me your drawings.”*** Check the students’ drawings to make sure they drew them correctly.

**T: “Awesome, now write the number sentence and read it to your partner.”**S: *will write and read, “3 plus 3 plus 3 plus 3 equals 12.”***T: “What is the number sentences that goes with your drawing?”**S: *“3 plus 3 plus 3 plus 3 equals 12.”***T: “You are right! There are 4 kids with 3 balloons each. That is 3 plus 3 plus 3 plus 3. And that equals?”**S: *“12.”***T: “How many balloons are there in all?”**S: *“12 balloons.”* |
| **Assessment:** |
| **Guided and Independent Practice page 114 and 115.** |