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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.** | | | | |