

Grade 2	Lesson: 5-1	Reference to English
<b>Math Standard(s): 2.NBT.1.a Domain: Number and Operation in Base Ten</b>		
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
Students will group objects into tens and ones to show two digit numbers. <i>I can use repeated addition to solve problems.</i>		Students will use the words tens and ones to describe two-digit numbers. I can use the words tens and ones to describe two-digit numbers.
<b>Essential Understanding:</b> Numbers can be used to show how many. In a two digit number, the tens digit tells how many groups of ten, and the ones digit tells the number of ones.		<b>Academic Vocabulary:</b> <b>Listen: tens, ones, digit, two-digit number</b> <b>Read: tens, ones</b> <b>Write:</b> <b>Speak:</b> <b>Sentence Frame:</b> _____ tens and _____ ones makes _____.
<b>Materials:</b> • <b>Connecting cubes ( Teaching tool 1)</b>		<b>Language and Word Wall:</b> Tens, ones
<b>Lesson: Models for Tens and Ones</b>		<b>Instructional Time: 35 mins</b>
<p><b>Opening: (3 minutes) –</b> Students should have connecting cubes. Write 14 and 41 on the board <b>T: “What is the difference between 14 and 41? Discuss with your partner.”</b> S: will discuss with partner Choose a few students to share with the class what they heard their partner say</p> <p><b>Introduction to New Material (Direct Instruction): ( 8 minutes)</b> <b>T: “ How can you use your cubes to show the number 23? Can you think of more than one way?”</b> S: will use cubes to build the number <b>T: “Good! Your cubes show 23. Do you remember when we learned about making a ten to add an subtract? Can you make a ten with these cubes? Show me.</b> S: will use their cubes to make a ten <b>T: “Can you make 2 tens? Show me.”</b> S: will make another ten <b>T: “What number does 2 tens make?”</b> S: 20 <b>T: “Great! Now take your cubes apart again.”</b></p> <p><b>Guided Practice: ( 12 minutes)</b> Arrange students in groups of three or four. Each group should have page 105 and 100 cubes.</p> <p><b>T: “You now have 23 ones. Make as many ten-trains as you can. Go!”</b> S: will make 2 ten trains <b>T: “Write how many ten-trains you made next to the spot that says _____ tens. You made 2 tens. Now how many ones (cubes) do you have left? Write that number next to the _____ ones.”</b> S: will write in 2 and 3. <b>T: Tell your partner 2 tens and 3 ones is 23. Then write 23 underneath.</b> S: will tell and write in 23 <b>T: “Now use your cubes to show 100 ones.</b> S: will separate all the cubes <b>T: “Make as many groups of ten as you can from your 100 cubes.”</b> S: will make ten trains <b>T: “How many trains did you make? Hold them up”</b> S: will hold up ten trains <b>T: How many ones did you have left? Hold them up.”</b> S: will hold up no cubes <b>T: “In your groups, write in the correct numbers in the spaces for number 2, then work together to do number three and four.”</b></p> <p><i>Use the modeling cycle:</i> <u>Teacher Does:</u> <b>T: “Look at page 124. Find number one and point to it”</b></p>		

S: Students will point to number 1

**T: "This is just like what you did in partners, but the cubes are printed on the paper. Number one has green cubes. We need to find how many tens and ones, so we can quickly know how many in all. Circle with me the groups of ten"**

S: will circle three groups of ten.

**T: "We circled three groups of ten, so write in 3 tens. Now how many ones are left over? Write that number in, 2 ones."**

S: will write in 2

**T: Turn to your neighbor and tell them 3 tens and 2 ones makes 32. Then write it in. "**

S: will tell and write

**T: "That's how you do number 2,3 and 4. Number 5 and 6 are a little different."**

2 Students Do with Teacher:

**T: "Let's have 2 helpers come show us how to do number 5."**

S: two students will come up and lead the class in doing number 5.

**Independent Practice: ( 5 minutes)**

**T: "Now you have time to practice on your own. Do through number 6."**

S: will work independently

Walk around the room, watching students work.

**Closing: (5 minutes)**

**Gather students at the rug.**

**T: "Great job today! Today we learned when you have a big group of objects, if you can make them into groups of ten, you can show and know the number of objects. So very last, let's see and show how many students are in our class by making groups of ten with ourselves. I'm going to choose ten people to come get in the first line."**

S: will line up in groups of ten, until no more tens can be made

**T: "By doing this, we can quickly see, we have \_\_\_ tens and \_\_\_ ones, which makes \_\_\_ students in all."**

**Assessment:**

**Page 126, passed out in English**