

Grade 2	Lesson: 5-4	Reference to English
Math Standard(s): 2.NBT.2 Domain: Number and Operation in Base Ten		
Content Objective(s):		Language Objective(s):
Students will identify and write numbers that are one before and one after given numbers. <i>I can identify and write numbers that are one before and one after given numbers.</i>	Students will use the words before and after when talking about number relationships. <i>I can use the words before and after when talking about number relationships</i>	
Essential Understanding: The position words before and after can be used to explain number.	Academic Vocabulary: Listen: before, after Read: before, after Write: before, after Speak: before, after Sentence Frame: _____ is one after _____. _____ is one before _____.	
Materials: <ul style="list-style-type: none"> • Hundred Chart (teaching tool 13) • Story book 	Language and Word Wall: Count back, count on, before, after	
Lesson: Using Symbols to Compare Numbers		Instructional Time: 35 mins
<p>Opening: (3 minutes) – T: “You’ve learned how to compare numbers using symbols by looking at tens and ones. Today we will learn how to use the words before and after to talk about numbers.” Invite 5 children to come up to the front and line up. T: Can you make a sentence using the words before or after to describe where these students are standing?” S: A few students will make sentences and share with the class.</p> <p>Introduction to New Material (Direct Instruction): (8 minutes) Draw a large number line on the board with number 1-10. T: “You just used the words before and after to describe (use kids names) positions in line.” Circle 5 consecutive numbers on the number line. “How can you use before and after to describe the positions of these numbers? “ S: a few students will share ideas with the class Hold up the story book T: “This is the first page of the book. It is before page 2.” Show the page T: “This is page 5. It is before page 6, and after page 4.” Show the page, emphasize the words before and after Display a hundreds chart. Circle one of the numbers on it. T: “How can you describe this number using the words before and after? Tell your partner” S: will tell partner T: “Let’s hear some of the things your partners said.” S: will share what they heard their partners say T: “Good! So we can use before and after to talk about numbers. We can use <u>one</u> before, or <u>one</u> after as well, to be more specific. I’m going to choose a helper to come up and circle a number on the chart. Then we’ll practice saying the numbers one before and one after.” S: will come up and take turns circling numbers. T: “ To find the numbers before, we can <i>count back</i>. To find the numbers after, we can <i>count on</i>. Say with me _____ is one before _____ . _____ is one after _____. Good!”</p> <p>Guided Practice: (12 minutes) <u>Use the modeling cycle:</u> Teacher Does: T: “Look at page 136. Find number one and point to it” S: Students will point to number 1 T: “ Just above number one are some instructions. Read them out loud with me.” S: will read out loud as a class T: “ So we <i>count back</i> from 73 to find the number one before 73. What is it? Yep! 72. Write it in. S: will write in</p>		

2 Students Do with Teacher:

T: "Let's have 2 helpers come show us how to do number 7, since it's a little different. Number 7 says *count back from 23.*"

S: two students will come up and lead the class in doing number 7.

Independent Practice: (5 minutes)

T: "Now you have time to practice on your own. Do through number 21. You have 7 minutes. Go!"

S: will work independently

Walk around the room, watching students work.

Closing: (5 minutes)

Gather students at the rug.

T: "Great job today! Let's play a little game. I'm going to give you little bit of time to think of a riddle. Your riddle will be about any number 1-100 that you want. You can give clues like "I am one before 24." Or "Count back from 78 and you will run into me."

Ok. 30 seconds of all thinking no talking. Go!"

S: will think of a riddle

T: "Alright! Stand up! Let's sing "Where is my friend." While we're singing you can walk in slow motion around the room. When I stop. Find the person closest to you and tell them your riddle. Ready? "

S: will walk slowly around the room. When the teacher stops singing, they freeze, find a partner, and tell their riddle.

Repeat a few times.

Assessment:

Number 22 (journal) on page 138, passed put in English