

Grade 2	Lesson: 5-4	Reference to English
Math Standard(s): 2.NBT.5 and .8		Domain: Number and Operation in Base Ten
Content Objective(s):	Language Objective(s):	
Students will identify and write numbers that are ten more and ten less than given numbers. <i>我会认出和写出一个数字多十或少十。</i>	Students will use the words more and less than when talking about number relationships. <i>我会用“多”或“少”这两个词语来形容关于数字的关系。</i>	
Essential Understanding: Our place value number system makes it easy to name the number that is ten more or ten less than any other given number simply by adjusting the number in the tens place.	Academic Vocabulary: Listen: 多十, 少十, 上面, 下面 Read: : 多十, 少十 Write: Speak: : 多十, 少十, 上面, 下面 Sentence Frame: ____ 是 ____ 多十。 ____ 是 ____ 少十。	
Materials: • Hundred Chart (teaching tool 13)	Language and Word Wall: 多, 少, 上面, 下面	
Lesson: Ten more or ten less		Instructional Time: 35 mins
Opening: (1 minutes) – T: “你已经学会怎么用前面和后面来描述数字了。今天你会学习怎么找出一个数字多十和少十。我们先来练习数到100, 每次说道10的倍数例如, 10, 20, 30 etc., 请说很大声然后把手举起来。” S: will count quietly as a class with the teacher. When they get to 10,20,30,40 etc, they will say it loud and put both hands in the air.		
Introduction to New Material (Direct Instruction): (8 minutes) T: “Juno 比她表哥 Dan 小 10 岁。Dan 24 岁。Juno 几岁? Draw part of a hundred’s chart on the board, or project one large T:” 我需要一个人上来告诉我 24 在哪里。” S: one student will go circle 24 T: “谁知道可以怎么找出这个数字少 10? 我给你 30 秒钟来想想看。” S: a few students will share with the class their ideas T: “我来帮你们。少十就跟减掉一个十是一样的, 所以你会往上移动一排。然后多十就是加一个十, 所以你会往下移动一排。我们再来做一题。我会圈出一个数字, 然后请轮流跟旁边的同学说出多 10 和少 10 是什么数字。记得说 “__多 10 是 __或 __少 10 是 ____。” Write the two sentence frames on the board. Circle a number and cover it up so they can’t see. Uncover it. “Go!” S: will talk with partner T: “很好, 我们再做一题。” Circle one more number and have them repeat the process. S: will again practice in partners T: “我们来看百数表, 如果我要比较小的数字我要往上还是往下? ” S: will point up or left. T: “对, 比较小的数字要往上, 所以在找比较小的数字你要往回数或往上。那比较大的数字要往哪个方向? ” S: will point down or right T: “很好, 往上或往前数。”		
Guided Practice: (12 minutes) Each student should have a hundred’s chart <i>Use the modeling cycle</i> Teacher Does: T: “看 140 页。把手指放在第一题上。” S: Students will point to number 1 T: “我们一起念出来。” S: will read out loud as a class T: “所以我们会用百数表来找出多 10 或少 10。27 多 10 是 ____”。是多 10, 所以我们要往哪个方向? ” S: will point up T: “很好, 27 下面是 37。我们来检查。” Hold up connecting cubes for 27 (two tens, 7 ones.) “如果我再加一个十, 我会有 3 个十和 7 个一, 这样是 37 吗? 用大拇指比给我看。” S: will hold thumbs up		
2 Students Do with Teacher: T: “我需要 2 个学生来帮忙。” S: two students will come up and lead the class in doing number 2, using the hundreds chart.		

Independent Practice: (5 minutes)

T: “现在换你自己做了。请做到第 18 题。你有 7 分钟来完成。”

S: will work independently

Walk around the room, watching students work.

Closing: (5 minutes)

T: “今天做得很好。我们来玩一个游戏。我会给你一些提示然后你要在百数表上找出这个答案。这个数字是 33 多十。这个数字少十是 13。如果你知道答案，请把眼睛闭起来。这个数字多一是 24，少一是 22。我数到 3，请告诉我答案。 1,2,3!”

S: 23!

T: “很好，我们再来做一题。”

Do one more riddle .

Assessment:

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