

Grade 2	Lesson: 5-6	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 even and odd numbers. 我会认出偶数和奇数。		Students will use the words even and odd to describe numbers. 我会用“偶数”和“奇数”来描述数字。
Essential Understanding: Some numbers can be divided into two equal parts (even numbers) and some cannot (odd numbers).		Academic Vocabulary: Listen: 奇数, 偶数 Read: 奇数, 偶数 Write: Speak: 奇数, 偶数 Sentence Frame: ____是个奇数。 ____是个偶数。
Materials: Connecting cubes (teaching tool 1) Crayons		Language and Word Wall: 奇数, 偶数
Lesson: Even and Odd numbers		Instructional Time: 40 mins
<p>Opening: (3 minutes) – T: “我们来玩一个游戏。我说出一个数字然后你要告诉我它的倍数是什么。2 的倍数。 S: will say 4 T: “5 的倍数!” Whisper 1,2,3! Repeat through all the doubles facts they know. T: “现在想想看, 你怎么知道一个数字是倍数?” S: will think T: “告诉你旁边的同学。” S: will tell partner T: “如果两个加数是一样的, 这就是倍数。一个倍数是用两个相等部分组成的。”</p> <p>Introduction to New Material (Direct Instruction): (5 minutes) Use connecting cubes to demonstrate T: “我们来做 5 的倍数。我会用方块来连接出 2 条 5 个方块。一共有 10 个方块。当我把十分成两个相等的部分, 每个部分会有 5 个, 就像这样。” Hold the two trains up. Are these trains even with each other? Thumbs up or down.” S: thumbs up T: “如果数字可以被分成两个相等的部分, 它就是偶数。我来说出一些数字然后你用大拇指比出它们是不是偶数。Pause after each one. “4. 7. 6. 10. 12. 1” S: will use thumbs to show what they think T: “所以我们可以看出, 不是所有的数字都可以被分成两个相等的部分。不是所有的数字都是偶数。我们来看数字 7。它的两个部分是 3 和 4, 两个部分不是相等的, 所以不是偶数, 它是奇数。请告诉你旁边的同学在 1–20 之间哪些数字是偶数。 S: will talk with partner T: “你怎么知道它们是偶数?” S: a few students will share with the class their reasoning T: “现在告诉你旁边的同学 1–20 之间哪些是奇数。” S: will tell neighbor</p> <p>Guided Practice: (20 minutes) Each student should have page 143 and counting cubes. T: “现在换你和同学练习了。看 143 页, 你们会轮流选一个数字然后一起用方块来看看可不可以把数字分成两个相等的部分。如果可以, 这个数字就是偶数所以要涂上黄色。如果不可以, 数字就是奇数所以要涂上蓝色。偶数要涂上什么颜色?” S: yellow! T: 奇数要涂上什么颜色? S: blue! T: “很好, 请开始” S: Will work in partners. Watch students and help those who are having trouble understanding the concept. When everyone is close to done, clap your hands for attention.</p>		

T: “我知道你们还没做完，但是我要你先看着我注意听。”

S: will get ready to listen

T: “如果你只有用看的，你可以看出什么序列吗？你可以用这个序列来找出 20 以上的数字是偶数还是奇数吗？”

S: a few students will share with the class

Use the modeling cycle

Teacher Does:

T: “请看第 144 页。把手指放在第一题上。”

S: Students will point to number 1

T: “请跟我一起念出来。”

S: will read out loud as a class

T: “所以我们要圈出偶数或奇数。如果是偶数，我们要写出加法算式。如果是奇数，我们就不需要。第一题是 14。我看到两个相等的部分，所以一定是偶数，所以请把偶数圈起来。”

S: will circle even

T: “因为是偶数，所以我们需要写出加法算式。我可以想想它的倍数是什么或数看看每条方块有几个。跟我一起数 1,2,3,4,5,6,7. ”

S: count out loud with the teacher, pointing to their trains

T: “所以我的算式是 $7+7=14$. 请写下来。”

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.

T: “It’s odd, so do we need to write the addition sentence? Thumbs up or down.”

S: will put thumbs down

Independent Practice: (8 minutes)

T: “现在换你自己做了。请做到第 11 题。你有 7 分钟来完成。”

S: will work independently

Walk around the room, watching students work.

Closing: (minutes)

T: “今天做得很好。”

Assessment:

Watching during partner activity and independent work, Page 146 , passed out in English