

Grade 2	Lesson: 6-1 Adding Tens	Reference to English
<b>Math Standard(s): 2.NBT.5 (also 2.NBT.8, 2.NBT.9) Domain: Number and Operations in Base Ten</b>		
<b>Content Objective(s):</b>	<b>Language Objective(s):</b>	
Students will mentally add multiples of 10 to a two-digit number. <i>I can add 10s in my head to make a two-digit number.</i>	Student read the equations aloud. <i>I can read the equation aloud.</i>	
<b>Essential Understanding:</b> Adding tens is like adding ones.	<b>Required Academic Vocabulary for Word Wall:</b> <b>Listen:</b> mental math, tens digit <b>Read:</b> <b>Write:</b> <b>Speak:</b> <b>Sentence Frame:</b>	
<b>Materials:</b> <ul style="list-style-type: none"> <li>Place Value blocks (teaching tool 17)</li> <li>Tens rods</li> <li>Unit cube</li> <li>Whiteboards, markers, erasers</li> <li>Adding Tens (page 157)</li> <li>Guided Practice (page 158)</li> </ul>	<b>Additional Lesson Vocabulary:</b>	
<b>Lesson:</b>		<b>Instructional Time: 30 minutes</b>
<p><b>Opening: (3 minutes)</b></p> <ul style="list-style-type: none"> <li>Have the students on the carpet at the beginning of the lesson.</li> </ul> <p><b>T: “You have learned how to count on by ten. Today you will use models and mental math to add tens.”</b></p> <p><b>T: “When you are at the grocery store does your mom or dad ever add up the groceries quickly in their head?”</b></p> <p><i>S: will respond, “yes” or “no”</i></p> <p><b>T: “When is another time that you have seen your mom or dad add numbers in their head?”</b></p> <p><i>S: will respond, “during games” or “scores” (during sports)</i></p> <p><b>T: “Good, adults use mental math all the time.”</b></p> <p><b>Introduction to New Material (Direct Instruction): (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Write <math>44 + 20 = \underline{\quad}</math> on the board.</li> <li>Pass out whiteboards, erasers and markers.</li> </ul> <p><b>T: “Look at the problem on the board. What strategies can we use to solve the problem? I want you to write the problem on your board and solve it.”</b></p> <p><i>S: will write and solve the problem on their board.</i></p> <p><b>T: “Raise your hand and tell the class how you solved the problem.”</b></p> <p><i>S: will raise their hands and explain how they solved the problem.</i></p> <ul style="list-style-type: none"> <li>Hand out tens rods and unit cubes to each student.</li> </ul> <p><b>T: “How many tens are there in 44? How me with your fingers.”</b></p> <p><i>S: will show 4 fingers.</i></p> <p><b>T: “Good, there are 4 tens, now how up 4 tens rods.”</b></p> <p><i>S: will hold up 4 tens rods.</i></p> <p><b>T: “How many ones are in 44? Show me with your fingers.”</b></p> <p><i>S: will hold up 4 fingers.</i></p> <p><b>T: “Show me 4 unit cubes.”</b></p> <p><i>S: will show 4 unit cubes.</i></p> <ul style="list-style-type: none"> <li>Draw on the board 4 tens rods and 4 unit cube.</li> </ul> <p><b>T: “You want to add 20. How many tens are in 20? Tell your neighbor, ‘there are ___ tens in 20.’”</b></p> <p><i>S: will turn to their neighbor and say, “there are 2 tens in 20.”</i></p> <p><b>T: “You can count on by tens to find the sum.”</b></p> <ul style="list-style-type: none"> <li>Draw one tens rod next to the 4 tens rods and 4 unit cubes.</li> </ul> <p><b>T: “Help me count on from 44. We will start with 44 and then add 10. 44, 54.”</b></p> <p><i>S: will count on with the teacher, “44, 54”</i></p> <ul style="list-style-type: none"> <li>Draw another tens rod.</li> <li>As the students count with the teacher, point at the tens rods drawn on the board.</li> </ul> <p><b>T: “64. Now, people help me count on from 44.”</b></p>		

S: *will count with the teacher, "44,54,64."*

T: **"The sum is 64."**

### Guided Practice: (10 minutes)

*Use the modeling cycle:*

Teacher Does:

T: **"Now it is your turn to practice with a partner. Each group will be given a small deck of number cards and page 157. You will need to draw a card and complete problem #1. I will show you how it is done first."**

- Teacher will demonstrate how to draw a card and write it on the 1<sup>st</sup> blank. Then start adding 10 and writing the answer.
- Write the equation on the board.

T: **"First I draw a card from the deck. The number on the card is \_\_\_\_\_. I will write it on the first blank. \_\_\_\_ + 10 = ?. Help me count on. \_\_\_\_ + 10 = \_\_\_\_\_."**

S: *will count on with the teacher.*

1 Student Does with Teacher:

T: **"You will be doing this activity in pairs. I need 1 student to come up and help me."**

- Teacher will choose a student to come up and demonstrate the activity.

T: **"I want you to draw a card first."**

S: *will draw a card.*

T: **"Good, you drew the number \_\_\_\_\_. Where do you write it in our equation? Go ahead and write it."**

S: *will write the number on the 1<sup>st</sup> blank.*

T: **"Correct, you wrote, \_\_\_\_\_. Now please help me read the equation."**

S: *"\_\_\_\_\_ + 30 = \_\_\_\_\_."*

T: **"What is the answer? How many tens are we adding?"**

S: *will say, "3"*

T: **"I am going to draw the equation on the board. We started with \_\_\_\_\_ tens and \_\_\_\_\_ ones."**

- Draw the number on the board using tens rods and unit cubes.

T: **"Now I need to draw 3 more tens rods."**

- Teacher will draw three more tens rods.

T: **"Will you please count on from \_\_\_\_\_."**

S: *will count on from \_\_\_\_\_ and add 3 tens.*

T: **"Let's read the addition sentence together. \_\_\_\_ + 30 = \_\_\_\_\_."**

S: *will read the addition sentence with the teacher.*

T: **"Well done! The answer is \_\_\_\_\_. Then we would switch. I would pick a card and write the equation, and you would draw the pictures, then we read the addition sentence together. Thank you, please sit down."**

2 Students Do:

T: **"I need two students to come up and demonstrate the activity."**

- Teacher will choose 2 students to come up and demonstrate the activity.

T: **"Here is your deck of cards, please show us what to do."**

S: *will demonstrate the activity by picking a card, writing the equation on their board, drawing the number using tens rods and unit cubes and saying the addition sentence.*

- The teacher will prompt the students as needed.

T: **"Thank, please sit down."**

All Students Do:

T: **"Now it is your turn. I will give you each a deck of cards and page 157. You will need to do all 4 problems. Switch off responsibilities each turn. You will have 4 minutes."**

S: *will do the activity.*

- Teacher will walk around the room checking on the students.

T: **"(teacher will clap hands), Time is up! Come back to your spots. 10,9,8,7,6,5,4,3,2,1"**

- Collect all the papers.

### Independent Practice: (5 minutes)

T: **"Now it is your turn to do it all on your own. I am going to pass out your guided practice. We will do number 1 together and then you need to complete 2-8."**

T: **"Write this addition sentence on your board,  $28 + 20 = \underline{\hspace{1cm}}$ . What number do we start with?"**

S: *will respond, "28"*

**T: "Yes we start with 28. How many tens do we add?"**

*S: will respond, "2"*

**T: "Let's count on from 28. 28, 38, 48."**

*S: will count on with the teacher, "28, 38, 48."*

**T: "Perfect, write 48 on the blank. You just did mental math! When I call your row, you will collect your papers, go to your desk and get started."**

*S: will collect their papers and complete guided practice.*

• Teacher will walk around the room helping students as needed.

**T: "10, 9, 8, 7, 6, 5, 4, 3, 2, 1. Time is up. Turn your papers in and quietly come back to the carpet. You have 10 seconds.**

**10, 9, 8, 7, 6, 5, 4, 3, 2, 1."**

*S: will turn their papers in and return to the carpet.*

**Closing: (4 minutes)**

• Students need their whiteboard, eraser and markers.

**T: "I have a story to tell you. As I tell you the story I need you to draw it. Beth has 14 ribbons. How many tens are in 14? Show me with your fingers."**

*S: will show 1 finger.*

**T: "Draw one tens rod on your board."**

*S: will draw 1 tens rod on their board.*

**T: "How many ribbons are left over?"**

*S: will respond, "4".*

**T: "Draw 4 unit cubes on your board."**

*S: will draw 4 unit cubes.*

**T: "You drew 1 tens rod and 4 unit cubes to represent 14 ribbons."**

**T: "She buys a bag of 30 ribbons. How many more tens rods do you need to draw?"**

*S: will respond, "3"*

**T: "Good, draw 3 more tens rods. Then write the addition sentence and answer."**

*S: will draw 3 more tens rods and write the addition sentence with answer.*

**T: "Show me your boards. Now read the addition sentence to your neighbor."**

*S: will read the addition sentence to their neighbor."*

**T: "Read the addition sentence with me.  $14 + 30 = 44$ . 44 Ribbons!!**

**Assessment:**

**Guided Practice**