

Grade 2	Lesson: 6-1 Adding Tens	Reference to English
Math Standard(s): 2.NBT.5 (also 2.NBT.8, 2.NBT.9) Domain: Number and Operations in Base Ten		
Content Objective(s):		Language Objective(s):
Students will mentally add multiples of 10 to a two-digit number. <i>我会在头脑里加 10 的倍数来作出一个二位数字。</i>		Student read the equations aloud. <i>我会把等式念出来。</i>
Essential Understanding: Adding tens is like adding ones.		Required Academic Vocabulary for Word Wall: Listen: 心算, 十的数为 Read: Write: Speak: Sentence Frame:
Materials: <ul style="list-style-type: none">Place Value blocks (teaching tool 17)Tens rodsUnit cubeWhiteboards, markers, erasersAdding Tens (page 157)Guided Practice (page 158)		Additional Lesson Vocabulary:
Lesson:		Instructional Time: 30 minutes
<p>Opening: (3 minutes)</p> <ul style="list-style-type: none"> Have the students on the carpet at the beginning of the lesson. <p>T: “你已经学会怎么十个一数了。今天你会用模型和心算来加十。” T: “你跟爸爸妈妈去买东西时, 他们会不会用心算相加他们买的东西?” S: <i>will respond, “yes” or “no”</i> T: “他们还有在什么情况下用心算相加?” S: <i>will respond, “during games” or “scores” (during sports)</i> T: “很好, 大人常常会用心算。”</p> <p>Introduction to New Material (Direct Instruction): (5 minutes)</p> <ul style="list-style-type: none"> Write $44 + 20 = \underline{\quad}$ on the board. Pass out whiteboards, erasers and markers. <p>T: “看白板上的题目, 我么可以用什么技巧来解答问题? 请写在白板上并解答。” S: <i>will write and solve the problem on their board.</i> T: “请举手来告诉同学你怎么解答问题的。” S: <i>will raise their hands and explain how they solved the problem.</i></p> <ul style="list-style-type: none"> Hand out tens rods and unit cubes to each student. <p>T: “44 有几个十? 用手指比给我看。” S: <i>will show 4 fingers.</i> T: “很好, 有 4 个十, 请拿起 4 个十的棒子。” S: <i>will hold up 4 tens rods.</i> T: “44 有几个一? 用手指比给我看。” S: <i>will hold up 4 fingers.</i> T: “拿 4 个方块起来给我看。” S: <i>will show 4 unit cubes.</i></p> <ul style="list-style-type: none"> Draw on the board 4 tens rods and 4 unit cube. <p>T: “你要加 20。20 有几个十? 告诉你旁边的同学 ‘20 有 ___ 个十。” S: <i>will turn to their neighbor and say, “there are 2 tens in 20.”</i> T: “你可以十个一数来找出总和。”</p> <ul style="list-style-type: none"> Draw one tens rod next to the 4 tens rods and 4 unit cubes. <p>T: “跟我一起从 44 开始数。44 加 10 : 44, 54.” S: <i>will count on with the teacher, “44, 54”</i></p> <ul style="list-style-type: none"> Draw another tens rod. As the students count with the teacher, point at the tens rods drawn on the board. <p>T: “64. 现在请跟我从 44 开始数。”</p>		

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

T: "总和是 64."

Guided Practice: (10 minutes)

Use the modeling cycle:

Teacher Does:

T: "现在换你和同学练习了。你们会拿到一叠卡和 157 页。你们要选一张卡然后完成第 1 题。我先来示范。"

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

T: "我要先选一张卡。卡上的数字是 ____。我会在第一个空格写 $__ + 10 = ?$ 。跟我一起往前数 $__ + 10 = __$ 。"

S: *will count on with the teacher.*

1 Students Does with Teacher:

T: "我需要 一个学生来帮忙。"

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

T: "请先选一张卡。"

S: *will draw a card.*

T: "很好，你得到 ____。我们要在哪里写下我们的等式？请写下来。"

S: *will write the number on the 1st blank.*

T: "没错，你写了 ____。现在请跟我念出来。"

S: " $__ + 30 = __$ 。"

T: "答案是什么？我们要加几个十？"

S: *will say, "3"*

T: "我来把等式写在白板上。我们一开始有 ____ 个十和 ____ 个一。"

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

T: "现在我会话出 3 个十的棒子。"

- Teacher will draw three more tens rods.

T: "请从 ____ 开始数。"

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

T: "我们一起念出加法算式。 $__ + 30 = __$ 。"

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

T: "很好，答案是 ____。然后我们会交换。现在欢我选一张卡和写下等式然后你要画图，之后我们会一起念出加法算式。谢谢请坐。"

2 Students Do:

T: "我需要 2 个学生来帮忙。"

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

T: "这里有一叠卡，请示范给我们看需要做什么。"

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: "谢谢，请坐。"

All Students Do:

T: "现在换你自己做这 4 题了。记得要轮流，你们有 4 分钟来完成。"

S: *will do the activity.*

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

T: "(teacher will clap hands), 时间到，请回座位。"

- Collect all the papers.

Independent Practice: (5 minutes)

T: "现在换你自己做了。我们一起来做第 1 题然后你会自己做第 2—8 题。"

T: "请把这个加法算式写在你的白板上， $28 + 20 = __$ 。我们要从哪个数字开始？"

S: *will respond, "28"*

T: "对，我们要从 28 开始。我们要加几个十？"

S: *will respond, "2"*

T: "我们从 28 开始往前数 28, 38, 48。"

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

T: “很好，请在空格里写 48。你看，你也会用心算来解答。请来拿纸然后回去座位做。”

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. 时间到。请把纸交给我然后回地上的座位。”

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

Closing: (4 minutes)

• Students need their whiteboard, eraser and markers.

T: “我来念一个应用题给你听然后你们把它画出来。Beth 有 14 条缎带。14 有几个十？用手指比给我看。”

S: *will show 1 finger.*

T: “请在你的白板上画一个十的棒子。”

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

T: “还剩下几条缎带？”

S: *will respond, "4".*

T: “在白板上画 4 个方块。”

S: *will draw 4 unit cubes.*

T: “你画了 1 个十和 4 个方块来代表 14 条缎带。”

T: “她买了一袋 30 条缎带。你要再多画几个十的棒子？”

S: *will respond, "3"*

T: “很好，请画 3 个十。之后请写下加法算式和答案。”

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

T: “请给我看你的白板。现在把加法算式念给你旁边的同学听。”

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

T: “跟我一起念加法算式 $14 + 30 = 44$ 。有 44 条缎带。”

Assessment:

Guided Practice