

Grade 2	Lesson: 6-2 Adding Ones	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 a two-digit number and a one-digit number. <i>I can add a two digit number and a one digit number..</i>		Students will say their partners equations. <i>I can say my partners equations.</i>
Essential Understanding: When adding a number less than ten to a two-digit number using the traditional algorithm, it may be necessary to rename 10 ones as 1 ten.		Required Academic Vocabulary for Word Wall: Listen: next ten Read: Write: Speak: Sentence Frame:
Materials: <ul style="list-style-type: none"> • Single Ten-Frame Mat (Teaching Tool 5) • Double Ten-Frame Mat (Teaching Tool 6) • Number Cards 0-11 (Teaching Tool 2) • Number Cards 12-20 (Teaching Tool 3) • Two Color Counters (Teaching Tool 10) • Whiteboards, markers, erasers • Adding Ones (page 161) • Guided Practice (page 162) 		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. • Pass out whiteboards, erasers and markers. <p>T: “You have already learned how to mentally add tens to a two-digit number. Let’s try one together.”</p> <ul style="list-style-type: none"> • Write $35 + 20 = \underline{\quad}$ on the board. <p>T: “Look at this addition sentence. Please draw 35 using tens rods and unit cubes on your board.” S: <i>will draw 35 on the their board.</i></p> <p>T: “Show me your boards. Good, now add twenty.” S: <i>will draw two more tens rods.</i></p> <p>T: “Show me your boards. Count with me, 10, 20, 30, 40, 50, 51, 52, 53, 54, 55.” S: <i>will count with the teacher, “10, 20, 30, 40, 50, 51, 52, 53, 54, 55.”</i></p> <p>T: “Let’s fill in the blank, $35 + 20 = 55$.”</p> <p>T: “Good job! Today you will learn how to mentally add ones to a two-digit number.”</p> <p>Introduction to New Material (Direct Instruction): (6 minutes)</p> <ul style="list-style-type: none"> • Write $17 + 4 = \underline{\quad}$ on the board. <p>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.” S: <i>will write and solve the problem on their board.</i></p> <p>T: “Turn to your neighbor and show them how you solved the problem.” S: <i>will turn to their neighbor and show them how they solved the problem.</i></p> <p>T: “I am going to draw two ten-frames on the left and one ten-frame on the right. I will right 17 above the 2 ten-frames and fill them in correctly.”</p> <ul style="list-style-type: none"> • Color in the two ten-frames with 17 dots. <p>T: “Now I am going to write 4 over the other ten-frame and fill it in correctly.”</p> <ul style="list-style-type: none"> • Teacher will color in the ten-frame on the right with 4 dots. <p>T: “Now I am going to write ‘and’ between the two sets of ten-frames. Now we need to find the next ten. How many ones do you need?” S: <i>will respond, “3”</i></p> <p>T: “We will take 3 from the ten-frame on the right and put them in the ten-frame on the left. How many full tens are there now? Show me with your fingers.” S: <i>will show 2 fingers.</i></p> <p>T: “How many ones are left? Tell your neighbor.” S: <i>will tell their neighbor that “there is 1 left.”</i></p>		

T: "What is $20 + 1 = \underline{\quad}$? Everyone say it together."

S: will say with the teacher, "21."

T: "Write the two addition sentences on your board and read them with your neighbor."

S: will write and read, " $20 + 1 = 21$ and $17 + 4 = 21$."

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 2 small decks of number cards and page 161. One student will draw 2 cards one from each deck. The other student will draw the numbers in the ten-frames. Each student will write one of the addition sentences and say it to the other student. I will show you how it is done first."

- Teacher will demonstrate how to draw 2 cards.

T: "First I draw 2 cards, one from each deck. The number on the card is $\underline{\quad}$. The number on the second card is $\underline{\quad}$. I will draw the numbers in the ten-frames."

T: "How many dots do we need to move over to complete the ten-frame?"

S: will say, " $\underline{\quad}$ " (the number).

T: "Good, how many ones are left?"

S: will say, " $\underline{\quad}$ " (the number).

T: "I will write and say the first addition sentence on the board, $20 + \underline{\quad} = \underline{\quad}$. Please say it with me."

S: will say " $20 + \underline{\quad} = \underline{\quad}$."

T: "I will write and say the second addition sentence $\underline{\quad} + \underline{\quad} = \underline{\quad}$. Please say it with me."

S: will say the second addition sentence with the original numbers with the teacher.

1 Students Does with Teacher:

T: "I need a helper."

- The teacher will choose one student to volunteer.

T: "First I draw 2 cards, one from each deck. The number on the card is $\underline{\quad}$. The number on the second card is $\underline{\quad}$. Please draw the numbers in the ten-frames."

S: will draw the numbers in the ten-frames.

T: "How many dots do we need to move over to complete the ten-frame?"

S: will say, " $\underline{\quad}$ " (the number).

T: "Good, how many ones are left?"

S: will say, " $\underline{\quad}$ " (the number).

T: "I will write and say the first addition sentence on the board, $20 + \underline{\quad} = \underline{\quad}$. Will you please write and say the second addition sentence?"

S: will write and say the second addition sentence with the original numbers.

T: "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 are your decks of cards, please show us what to do."

S: will demonstrate the activity by picking a card from each deck, filling in the ten-frames and writing the 2 equations on their board, and saying the equations to each other.

- 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 2 decks of cards and page 161. 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 2-5."

T: "Write this addition sentence on your board, $13 + 8 = \underline{\quad}$. How many red dots are there?"

S: will respond, "13"

T: "Yes, how many yellow dots are there?"

S: will respond, "8"

T: "How many yellow dots do we need to put with the red dots? Tell your neighbor."

S: will tell their neighbor, "7."

T: "Show me with your fingers how many yellow dots need to move to the red dots."

S: will show "7" with their fingers.

T: "How many yellow dots are left?"

S: will respond, "1".

T: "So, we have $20 + 1 = \underline{\quad}$? Tell your neighbor."

S: will tell their neighbor, "21"

T: "Good job, now it is your turn. When I call your row, you may collect your paper and return to your desk."

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: (5 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. There are 27 chicks in the barn. Draw 27 using ten-frames."

S: will draw 27 using ten-frames.

T: "5 more chicks go into the barn. Draw 5 more on the other side of your board."

S: will draw 5 more chicks.

T: "How many chicks are in the barn now? How many need to move over with the 27 chicks to fill up the ten-frame? Draw it on your board."

S: will draw their board- moving 3 units.

T: "Show me your boards. Good, how many are left? Circle them."

S: will circle 2.

T: "Now, write the addition sentence that goes with this story."

S: will write, " $30 + 2 = 32$ " or " $27 + 5 = 32$."

T: "Show me your boards. Good, say the addition sentences with me, $30 + 2 = 32$, and $27 + 5 = 32$."

T: "Now, if 9 more chicks go into the barn, how many chicks are there in all? Draw 9 more chicks in the ten-frame."

S: will draw 9 more chicks in the ten-frame, but there will be one left over.

T: "You drew 9 more chicks, so how many chicks are there in all? Write the equations on your board and tell your neighbor."

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

S: will write $40 + 1 = 41$ and $32 + 9 = 41$ and turn to their neighbor to read the addition sentences."

T: "Raise your hand and tell me, how many chicks are there in the barn?"

S: will respond, "41".

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

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

T: "Good job today."

Assessment:

Guided Practice