

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>我会做一位数加二位数的加法。</i>	Students will say their partners equations. <i>我会说出同学的算式。</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: 下一个十 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
Opening: (3 minutes)		
<ul style="list-style-type: none"> • Have the students on the carpet at the beginning of the lesson. • Pass out whiteboards, erasers and markers. T: “你已经学会怎么用心算做二位数字的加法了，我们一起来做一题。” <ul style="list-style-type: none"> • Write $35 + 20 = \underline{\quad}$ on the board. T: “看看这个加法算式。请用十的棒子和方块来画出 35。” S: <i>will draw 35 on the their board.</i> T: “给我看你的白板，很好，现在加二十。” S: <i>will draw two more tens rods.</i> T: “给我看你的白板。跟我一起数 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> T: “我们来天空, $35 + 20 = 55$ 。” T: “很好，今天你会学习怎么用心算来做一位数加二位数的加法。”		
Introduction to New Material (Direct Instruction): (6 minutes)		
<ul style="list-style-type: none"> • Write $17 + 4 = \underline{\quad}$ on the board. T: “看白板上的问题。你可以用什么技巧来解答问题？请写下题目并解答。” S: <i>will write and solve the problem on their board.</i> T: “告诉你旁边的同学你怎么解答问题的。” S: <i>will turn to their neighbor and show them how they solved the problem.</i> T: “我会在左边画两个十方格然后在邮编画一个十方格。我会在 2 个十方格上面写 17 然后把计数板放上十方格里” <ul style="list-style-type: none"> • Color in the two ten-frames with 17 dots. T: “现在我要在另一个十方格上写 4 然后把把计数板放在十方格里。” <ul style="list-style-type: none"> • Teacher will color in the ten-frame on the right with 4 dots. T: “现在我会在两组十方格之间写 “和”。现在我们需要找出下一个十。你需要几个一？” S: <i>will respond, “3”</i> T: “我们会从右边的十方格拿 3 个然后放到左边的十方格里。我们有几个十？用手指比给我看。” S: <i>will show 2 fingers.</i> T: “还剩下几个一？告诉你旁边的同学。” S: <i>will tell their neighbor that “there is 1 left.”</i> T: “ $20 + 1 = \underline{\quad}$ 是什么？大家一起说。” S: <i>will say with the teacher, “21.”</i>		

T: “请写下两个加法算式然后念给你旁边的同学听。”

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

Guided Practice: (10 minutes)

Use the modeling cycle:

Teacher Does:

T: “现在换你和同学练习了。每组会拿到 2 叠卡和 161 页。一个学生会选 2 张卡。另一个学生会在十方格上画计数板。每个学生一人会写一个加法算式然后念出来。我先来示范。”

• Teacher will demonstrate how to draw 2 cards.

T: “我先来选 2 张卡，每叠选一张。第一张卡上的数字是 ____。第二张卡上的数字是 ____。我会把它画在十方格里”

T: “我们需要把几个计数板移动到第一个十方格里？”

S: *will say, “____” (the number).*

T: “很好，还剩下几个一？”

S: *will say, “____” (the number).*

T: “我会在白板上写下第一个加法算式然后念出来。 $20 + __ = __$ 。请跟我一起念。”

S: *will say “ $20 + __ = __$.”*

T: “我会写下第二个加法算式然后说出来 $__ + __ = __$ 。请跟我一起念。”

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

1 Students Does with Teacher:

T: “我需要一名学生来帮忙。”

• The teacher will choose one student to volunteer.

T: “我要先选 2 张卡。卡上的数字是 ____ 和 ____。请把它划在十方格里。”

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

T: “我需要把几个计数板移到第一个十方格里？”

S: *will say, “____” (the number).*

T: “很好，还剩下几个一？”

S: *will say, “____” (the number).*

T: “我会说出并写下第一个加法算式， $20 + __ = __$ 。请你说出并写下第二个加法算式。”

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

T: “谢谢，请坐下。”

2 Students Do:

T: “我需要 2 名学生来帮忙。”

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

T: “这里有数字卡，请为我们示范。”

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: “谢谢，请坐下。”

All Students Do:

T: “现在换你了。我会给你 2 叠数字卡和 161 页。请做这 4 题，记得要轮流。你有 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，请回到座位。”

• Collect all the papers.

Independent Practice: (5 minutes)

T: “现在换你自己做了。我们一起来做第一题，之后你会自己做第 2—5 题。”

T: “请写下这个加法算式， $13 + 8 = __$ 。有几个红色的点？”

S: *will respond, “13”*

T: “对，有几个黄色的点？”

S: *will respond, “8”*

T: “我们需要把几个黄色的点移到红色的点哪里？告诉你旁边的同学。”

S: *will tell their neighbor, “7.”*

T: “用手指比给我看。”

S: will show "7" with their fingers.

T: “还剩下几个黄色的点？”

S: will respond, "1".

T: “所以我们的等式是 $20 + 1 = \underline{\quad}$? 告诉你旁边的同学。”

S: will tell their neighbor, "21"

T: “很好，现在换你了。请来拿纸然后回座位完成。”

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到地上的座位。”

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

Closing: (5 minutes)

• Students need their whiteboard, eraser and markers.

T: “我来念一个应用题给你们听然后你们来画一个图。谷仓里有 27 只小鸡。用十方格来标示出 27。”

S: will draw 27 using ten-frames.

T: “又有 5 只小鸡进到谷仓里。在白板的另一边多画 5 只。”

S: will draw 5 more chicks.

T: “现在谷仓里有几只小鸡？我需要移动几个到第一个十方格里来填满？请画给我看。”

S: will draw their board- moving 3 units.

T: “给我看你的白板。很好，还剩下几个？请圈起来。”

S: will circle 2.

T: “请圈出正确的加法算式。”

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

T: “给我看你的白板。很好，请跟我说出加法算式， $30 + 2 = 32$ 和 $27 + 5 = 32$ 。”

T: “现在如果又有 9 只小鸡进到谷仓里，一共会有几只小鸡？请在十方格里再画 9 只小鸡。”

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

T: “你又画了 9 只小鸡，所以现在一共有几只小鸡？请把等式写下来然后念给你旁边的同学听。”

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

T: “请举手告诉我谷仓里一共有几只小鸡。”

S: will respond, "41".

T: “给我看你的白板。现在请把加法算式念给你旁边的同学听。”

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

T: “今天做得很好。”

Assessment:

Guided Practice