

Grade 2	Lesson: 6-3 Adding Tens and 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):
Student will add a two-digit number to a two-digit number using mental math. <i>我会用心算相加二位数字。</i>	Students will say the order of events while adding two-digit numbers. <i>我会解释怎么相加二位数字。</i>	
Essential Understanding: Two-digit numbers can be broken apart using tens and ones and added in different ways.	Required Academic Vocabulary for Word Wall: Listen: Read: Write: Speak: 先, 然后, 十位数, 个位数 Sentence Frame: 先加 ____. 然后加 ____.	
Materials: <ul style="list-style-type: none">Little ten-frames (Teaching Tool 7)Number cards (10-14, 20-24, 30-34)Bag (1 bag per groups of 2 students)Whiteboards, markers, erasersAdding Ones (page 165)Guided Practice (page 166)	Additional Lesson Vocabulary: 滑板, 轮胎, 比, 彩色笔, 蜡笔	
Lesson:		Instructional Time: 30 -35 minutes
<p>Opening: (5 minutes)</p> <ul style="list-style-type: none"> Have the students on the carpet at the beginning of the lesson. Write 2 blank addition sentences on the board. Fill them in as you tell the stories. <p>T: “你已经学会怎么用心算做二位数字的加法了。今天你会学习怎么用心算做二位数字加十和一。我会念一个应用题给你们听然后我要你用心算来找出答案。”</p> <p>T: “Jose 有 44 支笔在盒子里。我会在白板上写 44。”</p> <ul style="list-style-type: none"> Teacher writes 44 on the board. <p>T: “他在桌子上还有 20 支笔。我会在白板上写 20。”</p> <ul style="list-style-type: none"> Teacher will write 20 on the board. <p>T: “Jose 一共有几支笔？我有 44 加 20。先加十位数然后再加个位数。告诉你旁边的同学。”</p> <p>S: <i>will tell their neighbor, “First I add the tens, 40 plus 20 equals 60. Second I add the ones, 0 plus 4 equals 4. 60 plus 4 equals 64.”</i></p> <p>T: “Jose 一共有几支笔？”</p> <p>S: <i>will respond, “64.”</i></p> <p>T: “我们一起来做。先加十位，40 加 20 等于 60。我来把它写在白板上。然后我们要加个位数，0 加 4 等于 4。我来写在白板上。60 加 4 等于 64。我来把 64 写在白板上。”</p> <ul style="list-style-type: none"> Teacher will write 64 on the board. <p>T: “Lisa 有 21 支彩色笔。”</p> <ul style="list-style-type: none"> Teacher will write 21 on the board. <p>T: “她用了 7 支彩色笔来画图。”</p> <ul style="list-style-type: none"> Teacher will write 7 on the board. <p>T: “Lisa 一共有几支彩色笔？记得要先加十位数然后再加个位数。告诉你旁边的同学。”</p> <p>S: <i>will tell their neighbor, “First I add the tens, 20 plus 0 equals 20. Second I add the ones, 7 plus 1 equals 8. 20 plus 8 equals 28”.</i></p> <p>T: “Lisa 一共有几支彩色笔？我们一起做。我要先做什么？”</p> <p>S: <i>will respond, “add the tens”</i></p> <p>T: “我会先做 20 加 0 等于…”</p> <p>S: <i>will respond, “20”</i></p> <p>T: “对，我来把 20 写在白板上。接下来我要做什么？”</p> <p>S: <i>will answer, “add the ones”</i></p> <p>T: “对，我要加个位数，7 加 1 等于什么？用手指比给我看。”</p> <p>S: <i>will show 8 with their fingers.</i></p> <p>T: “7 加 1 等于 8。我来写下来。20 加 8 等于什么？”</p> <p>S: <i>will shout out, “28”</i></p> <ul style="list-style-type: none"> Teacher will write 28 on the board. 		

Introduction to New Material (Direct Instruction): (5 minutes)

- Pass out whiteboard, erasers, and markers.

T: “我要先在白板上写出空的加法算式。”

S: *will write an addition sentence on their board.*

T: “我来说一个应用题。Monica 有 24 支蜡笔。把 24 写在白板上。”

S: *will write 24 on their boards.*

T: “Paul 有 64 支蜡笔。把 64 写在白板上。”

S: *will write 64 on their board.*

T: “他们一共有几支蜡笔？ $24 + 64 = \underline{\quad}$ 。我们要先做什么？”

S: *will raise their hands and say, “add the tens.”*

T: “对，我们要先加十位数。请写在白板上。”

S: *will write $20 + 60 = 80$ on their board.*

T: “给我看你的白板。你们写了 $20 + 60 = 80$ 。很好，接下来我们要做什么？”

S: *will raise their hand and say, “add the ones”*

T: “对，我们要加个位数。4 加 4 等于什么？请写在白板上。”

S: *will write $4 + 4 = 8$ on their board.*

T: “给我看你的白板。你写了 4 加 4 等于 8。很好，现在请解答问题，24 加 64 等于什么？”

S: *will solve $24 + 64 = 88$.*

T: “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 their addition sentence to their neighbor, “ $24 + 64 = 88$.”*

T: “我们一起念出来， $24 + 64 = 88$ 。”

Guided Practice: (12 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 165 页。一个学生会选 2 张卡。另一个学生会在纸上写下加法算式。要记得轮流说出你们解答题目的步骤。”

- Teacher will demonstrate the activity.

- Write an addition sentence on the board.

T: “先从袋子里拿出 2 张卡。卡上的数字是 27 和 35。我会把它们写在空的加法算式里。所以， $27 + 35 = \underline{\quad}$ ？请跟我念出加法算式。”

S: *will read, “ $27 + 35 = \underline{\quad}$?”*

T: “很好，这次我只加第二个数字的十位数。27 加 30 等于 $\underline{\quad}$ ？我来写在白板上。”

- Teacher will write $27 + 30 = \underline{\quad}$ on the board.

T: “告诉你旁边的同学。”

S: *will tell their neighbor, “27 plus 30 equals 57.”*

T: “27 加 30 等于 57。接下来我们要加第二个数字的个位数。57 加 5 等于 $\underline{\quad}$ ？我来写在白板上。”

- Teacher will write $57 + 5 = \underline{\quad}$ on the board.

T: “所以， $57 + 5 = 62$ 。把原本的加法算式念给你旁边的同学听，27 加 35 等于 62。”

S: *will read $27 + 35 = 62$ to their neighbor.*

T: “当你用心算时，你可以先相加两个数字的十位数。”

1 Students Does with Teacher:

T: “我需要一名学生来帮忙。”

- The teacher will choose one student to volunteer.

- Write an addition sentence on the board.

T: “我要先选 2 张卡。卡上的数字是 $\underline{\quad}$ 和 $\underline{\quad}$ 。请在空格里写下加法算式。”

S: *will write the numbers in the addition sentence.*

T: “我会念出加法算式。 $\underline{\quad} + \underline{\quad} = \underline{\quad}$ 。我要先做什么？”

S: *will say, “add the tens.”*

T: “很好， $\underline{\quad} + \underline{\quad} = \underline{\quad}$ 。第 2 个呢？”

S: *will say, “add the ones.”*

T: “对，我会加个位数。 $\underline{\quad} + \underline{\quad} = \underline{\quad}$ 。所以答案是什么？” $\underline{\quad} + \underline{\quad} = \underline{\quad}$ 。”

S: *will say the answer “ $\underline{\quad} + \underline{\quad} = \underline{\quad}$.”*

T: “现在换你选两张卡了。”

S: *will pick 2 cards and say their numbers. "The first card is _____. The second card is _____."*

- Continue the activity until the addition sentence is filled in and read by the teacher and student.

T: “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: “这袋子是你的数字卡，请为我们示范。”

S: *will demonstrate the activity by picking 2 cards from the bag, solving, writing, and reading the addition sentence.*

- The teacher will prompt the students as needed.

T: “谢谢，请坐。”

All Students Do:

T: “现在换你了。我会给你 2 袋数字卡和 165 页。请做这 6 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: (6 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—8 题。在白板上写下 $17 + 42 = \underline{\quad}$ 。用心算来解答。你要先做什么然后再做什么？”

S: *will solve the problem on their board.*

T: “给我看你的白板。告诉你旁边的同学你怎么解答问题的。”

S: *will turn to their neighbor and say, "first I added the 10s. Second I added the ones. The answer is $\underline{\quad} + \underline{\quad} = \underline{\quad}$."*

T: “你要先做什么？”

S: *will say, "added the tens."*

T: “然后你要做什么？”

S: *will say, "added the ones."*

T: “答案是什么？”

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

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: (4 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。Billy 把 24 个滑板的轮子放一堆，然后他又把 24 个轮子放一堆。Billy 一共有几个轮子？你写下什么？给我看你的白板。”

S: *will write $24 + 24 = \underline{\quad}$ on their boards.*

T: “很好，你们写了 $24 + 24 = \underline{\quad}$ (write it on the board). 解答问题并告诉你旁边的同学你怎么解答的。你要先做什么然后再做什么。”

S: *will solve $24 + 24 = \underline{\quad}$ and then tell their neighbor how they did it. "First I added the tens. Second I added the ones. 24 plus 24 equals 48."*

T: “你要先做什么？”

S: *will say, "added the tens."*

T: “然后你要做什么？”

S: *will say, "added the ones."*

T: “答案是什么？”

S: *will say, "24 plus 24 equals 48."*

T: “今天做得很好。”

Assessment:

Guided Practice