

Grade 2	Lesson: 6-4 Adding on a Hundred Chart	Reference to English
Math Standard(s): 2.NBT.5 (also 2.NBT.9) Domain: Number and Operations in Base Ten		
Content Objective(s):		Language Objective(s):
Students will use a hundred chart to add 2 two-digit numbers. <i>I can use a hundred chart to add 2 two-digit numbers.</i>	Students will use then and last to explain the order of adding 2 two-digit numbers. <i>I can use the words then and last when adding 2 two-digit numbers.</i>	
Essential Understanding: Patterns on a hundred chart can be used to add numbers and to develop mental math strategies and number sense.	Required Academic Vocabulary for Word Wall: Listen: Read: Write: Speak: next, last, then Sentence Frame: First I find _____. Second I find _____. Last _____.	
Materials: <ul style="list-style-type: none">• Hundred Chart (Teaching Tool 13)• Crayons• Whiteboards, markers, erasers• Adding Ones (page 169)• Guided Practice (page 170)	Additional Lesson Vocabulary: First, second, hundred chart,	
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. • Write $43 + 36 = \underline{\quad}$ on the board. <p>T: “你已经学会怎么用两个二位数字的十位数和个位数做加法了。我们一起来做一题。”</p> <p>T: “看白板。43 加 36 等于什么？我们要先做什么？告诉你旁边的同学。”</p> <p>S: <i>will tell their neighbor, “add the tens first.”</i></p> <p>T: “我们要先加十位数。40 加 30 是什么？”</p> <p>S: <i>will say, “70.”</i></p> <p>T: “对，40 加 30 是 70。接下来我们要做什么？告诉你旁边的同学。”</p> <p>S: <i>will turn to their neighbor and say, “add the ones.”</i></p> <p>T: “对，我们要加个位数。3 加 6 等于什么？用手指比给我看。”</p> <p>S: <i>will show 9 with their fingers.</i></p> <p>T: “70 加 9 等于 _____？”</p> <p>S: <i>will respond, “70 plus 9 equals 79.”</i></p> <p>T: “没错，所以 43 加 36 等于 79。很好。”</p> <p>T: “今天你会学习怎么用百数表，十位数和个位数来相加 2 个二位数字。”</p> <p>Introduction to New Material (Direct Instruction): (5 minutes)</p> <p>T: “看白板上的百数表。谁可以告诉我百数表上的一个序列？”</p> <p>S: <i>will raise their hand and tell the class on pattern on the hundred chart, “skip count by tens” or “numbers get bigger”...</i></p> <p>T: “对，现在我会把加法算式写在白板上。32 加 43 等于 ____。我们来用百数表来找出总和。”</p> <p>T: “我需要一个人来帮我在百数表上找出 32。”</p> <ul style="list-style-type: none"> • Teacher will choose one student to come up and find 32. <p>S: <i>will find the number 32.</i></p> <p>T: “没错，我会把 32 圈起来。32 多 10 是什么？告诉你旁边的同学。”</p> <p>S: <i>will turn to their neighbor and say, “42.”</i></p> <p>T: “如果你在百数表上找到 32，你要往哪个方向来得到 42？往上还是往下？用大拇指比给我看。”</p> <p>S: <i>will show thumbs down.</i></p> <p>T: “对，你要往下一排。32 多 40 是什么数字？你要往上还是往下？用大拇指比给我看。”</p> <p>S: <i>will show thumbs down.</i></p> <p>T: “你移动了几排？告诉你旁边的同学。”</p> <p>S: <i>will tell their neighbor, “4 rows.”</i></p> <p>T: “我会画一个箭头来显示要从 32 往下移动 4 排。”</p>		

- Teacher will draw the arrow and end at 72.

T: “这是什么数字？请写在空中。”

S: *will say “72” as they write it in the air.*

T: “很好，现在我们来加个位数。我们需要往右移动 3 个来代表多 3 个一。现在是什么数字？告诉你旁边的同学。”

S: *will say, “75.”*

T: “我来写在白板上。 $32 + 43 = 75$ 。跟我一起说。

S: *will say, “32 plus 43 equals 75.”*

T: “这就是用百数表做加法。我们要先做了什么？”

S: *will respond, “found the first number.”*

T: “对，我们先找出第一个数字。然后我们加第二个数字的十位数。所以我们加了 40, 不是 43。我们最后做了什么？”

S: *will respond, “we added the ones.”*

T: “对，我们先找出数字，然后在加十位数，最后加个位数。很好。”

Guided Practice: (10 minutes)

Use the modeling cycle:

Teacher Does:

T: “现在换你和同学练习了。” Teacher will write both equations on the board.

- Teacher will demonstrate the activity.

T: “我们再来练习一题。加法算式是 $48 + 31 = \underline{\quad}$ 。我们要先找出 48。”

- Teacher will find the number 48.

T: “接下来我们要加第二个数字的十位数， 31。所以是 30。我们会往下移 3 排。 48, 58, 68, 78。我们最后要做什么？”

S: *will respond, “add the ones.”*

T: “对，加个位数。我会往右边数，78, 79。”

T: “所以我们要回到原本的加法算式， 48 加 31 等于 79。”

1 Students Does with Teacher:

T: “我需要 1 个学生来帮忙。”

- The teacher will choose one student to volunteer.
- Write an addition sentence on the board.

T: “加法算式是， $62 + 27 = \underline{\quad}$ (write it on the board).

T: “请告诉我加这些数字的步骤。你要先做什么？”

S: *will say, “first I find 62.”*

T: “很好，找出 62。”

S: *will find 62.*

T: “接下来呢？”

S: *will say, “second I add the tens of 27, 20.”*

T: “加 20。”

S: *will add 20, “62, 72, 82.”*

T: “最后呢？”

S: *will say, “add the ones.”*

T: “很好”

S: *will add the ones, “82, 83, 84, 85, 86, 87, 88, 89.”*

T: “请跟我一起念加法算式。62 加 27 等于 89。”

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

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: “这里有两个加法算式， $42 + 13 = \underline{\quad}$ 和 $75 + 22 = \underline{\quad}$ 。

S: *will demonstrate the activity by using the hundred chart and saying the steps.*

- *First find the number.*
- *Second add the tens of the second number.*
- *Last add the ones.*

- The teacher will prompt the students as needed.

T: “谢谢，请坐。”

All Students Do:

T: “现在换你了。白板上有两个加法算式。 $23 + 25 = \underline{\quad}$ 和 $14 + 57$ 不要忘记说出你解答的步骤。你有 4 分钟。”

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: (7 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 $17 + 32 = \underline{\quad}$ 。你要先做什么然后再做什么？”

S: *will say, “find 17.”*

T: “17 在这里。接下来是什么？”

S: *will say, “add the tens of the 32, 30.”*

T: “对，我们要往下移动 3 排。跟我一起数，17, 27, 37, 47。最后要做什么？”

S: *will say, “add the ones.”*

T: “有几个一？”

S: *will say, “2.”*

T: “跟我一起数，47, 48, 49。跟我一起说加法算式。”

S: *will say, “17 + 32 = 49.”*

T: “很好，现在换你了。请来拿纸然后回座位并开始。”

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: (3 minutes)

T: “我来念一个应用题给你们听然后你们来写下加法算式并用百数表来解答。”

T: “Sara 有 48 个扣子。Luis 有 32 个扣子。一共有几个扣子？我要在加法算式里写什么数字？告诉你旁边的同学。”

S: *will tell their neighbor, “48 and 32.”*

T: “跟我一起念加法算式。48 加 32 等于 $\underline{\quad}$ 。”

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

T: “我们要先做什么？告诉你旁边的同学。”

S: *will turn to their neighbor and say, “find 48”*

T: “我们要先在百数表上找出 48。我来圈起来，然后呢？”

S: *will say, “then we add the tens from 32, 30.”*

T: “我们要往下移动几排？用手指比给我看。”

S: *will show 3 with their fingers.*

T: “跟我一起数，48, 58, 68, 78。最后我们要做什么？”

S: *will say, “last we add the ones.”*

T: “跟我一起加个位数。78, 79, 80。把加法算式念给你旁边的同学听。”

S: *will turn to their neighbor and read, “48 plus 32 equals 80.”*

T: “今天做得很好。”

Assessment:

Guided Practice