

Grade 2	Lesson: 6-5 Adding Multiples of 10	Reference to English
<b>Math Standard(s): 2.NBT.8 (also 2.OA.1, 2.NBT.9) Domain: Number and Operations in Base Ten</b>		
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
Students will add using multiples of 10. <i>I can add using multiples of 10.</i>	Students will use “then” in a sentence when telling the order of events. <i>I can use then in a sentence telling the order of events.</i>	
<b>Essential Understanding:</b> Adding groups of tens is similar to adding numbers less than 10.	<b>Required Academic Vocabulary for Word Wall:</b> <b>Listen:</b> <b>Read:</b> <b>Write:</b> <b>Speak:</b> then <b>Sentence Frame:</b> Then _____	
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Hundred Chart (Teaching Tool 13)</li> <li>• Place Value Blocks (Teaching Tool 17) - Tens rods, ones unit cubes,</li> <li>• Number cards (per pair) - 10s (10, 20, 30, 40,...)</li> <li>• Document Camera</li> <li>• Adding Ones (page 173)</li> <li>• Guided Practice (page 174)</li> </ul>	<b>Additional Lesson Vocabulary:</b> Car, blue, red, tens, ones, hundred chart	
<b>Lesson:</b>		<b>Instructional Time: 30 minutes</b>
<p><b>Opening: (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Have the students on the carpet at the beginning of the lesson.</li> <li>• Have place-value blocks available – tens rods, ones unit cubes...</li> </ul> <p><b>T: “You have learned how to add ones. Today, you will learn how to add tens.”</b></p> <ul style="list-style-type: none"> <li>• Teacher will hold up 4 tens rods in one hand.</li> </ul> <p><b>T: “How many tens am I holding, show me with your fingers.”</b> S: <i>will show 4 with their fingers.</i></p> <p><b>T: “How many ones is 4 tens? Tell your neighbor.”</b> S: <i>will say to their neighbor, “40.”</i></p> <p><b>T: “Yes, 40. We will count them all... (count 1 – 40 with the students).”</b></p> <p><b>Introduction to New Material (Direct Instruction): (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Write <math>4 + 3 = \underline{\quad}</math> on the board. Under it write <math>40 + 30 = \underline{\quad}</math>.</li> </ul> <p><b>T: “Look at the board, how are these to addition sentences alike? Tell your neighbor.”</b> S: <i>will turn to their neighbor and say, “they both have 4” or “they both have 3” or “they are both addition sentences.”</i></p> <p><b>T: “Watch this, look at <math>40 + 30 = \underline{\quad}</math> and <math>4 + 3 = \underline{\quad}</math>. Help me add <math>4 + 3 = \underline{\quad}</math>. Show me the answer with your fingers.”</b> S: <i>will show 7.</i></p> <p><b>T: “Good, I will write 7 on the board. <math>4 + 3 = 7</math>.”</b></p> <p><b>T: “How can we use what we know about adding <math>4 + 3</math> to add <math>40 + 30</math>? Think about it for 10 seconds.”</b> S: <i>will think about adding <math>40 + 30</math> for ten seconds.</i></p> <ul style="list-style-type: none"> <li>• Get out tens rods.</li> </ul> <p><b>T: “Adding groups of 10 is like adding ones. We know that 4 ones plus 3 ones is 7 ones, so we know that 4 tens (hold up for tens rods) plus 3 tens (hold up 3 more tens rods in the other hand) equals 7 tens. Count with me, 10, 20, 30, 40, 50, 60, 70.”</b> S: <i>will count with the teacher.</i></p> <p><b>T: “Let’s do another problem using tens rods. <math>4 + 2 = \underline{\quad}</math> (write it on the board). Tell your neighbor what 4 plus 2 is.”</b> S: <i>will turn to their neighbor and say, “<math>4 + 2 = 6</math>.”</i></p> <p><b>T: “Show me with your fingers, what is 4 plus 2?”</b> S: <i>will show 6 with their fingers.</i></p> <p><b>T: “Very good, 4 plus 2 equals 6. What is <math>40 + 20</math>? Tell your neighbor.”</b> S: <i>will tell their neighbor, “<math>40</math> plus <math>20</math> is <math>60</math>.”</i></p> <p><b>T: “<math>40</math> plus <math>20</math> is the same as 4 tens (hold up 4 tens rods) plus 2 tens (hold up 2 tens rods). So, 4 tens plus 2 tens equals 6 tens. 6 tens equals 60. Let’s count, 10, 20, 30, 40, 50, 60. You were right!”</b> S: <i>will count with the teacher.</i></p> <p><b>Guided Practice: (10 minutes)</b></p>		

Use the modeling cycle:

**Teacher Does:**

**T: "Now it is your turn to practice with a partner. Each group will be given a deck of number cards and page 173. On each table you will find tens rods. Each of you will demonstrate and explain how to do one problem."**

- Teacher will write 2 addition sentences on the board.
- Teacher will demonstrate the activity.

**T: "Let's practice once more. I will draw 2 cards from the deck. 3 and 2 or 30 and 20. I will write them on the board."**

- Teacher will write the numbers on the board in the blank addition sentences.

**T: "Show me with your fingers 3 plus 2."**

*S: will show 5 with their fingers.*

**T: "Yes, 3 plus 2 is 5. Now I will grab the tens rods. How many tens do I need for 30?"**

*S: will respond, "3"*

**T: "1,2,3 tens. How many tens do I need to add to it? (point at the two)."**

*S: will respond, "2"*

**T: "1 ten, 2 tens. I am hold 1,2,3,4,5 tens rods. Help me count them. 10, 20, 30, 40, 50."**

*S: will count with the teacher.*

**T: "So, 3 tens plus 2 tens equals 5 tens or 30 plus 20 equals 50."**

1 Students Does with Teacher:

**T: "I need a helper."**

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

**T: "Here are two blank addition sentences on the board."**

**T: "I want you to tell us the steps you will use in this activity. What do you do first?"**

*S: will say, "pick two cards."*

**T: "Good, you picked two cards. Now what?"**

*S: will say, "write them on the board."*

**T: "First you picked to cards, second you wrote them on the board, then what?"**

*S: will say, "add the ones. \_\_\_ + \_\_\_ = \_\_\_."*

**T: "What is the last thing you do?"**

*S: will say, "add the tens." (student will add the tens aloud)*

**T: "Perfect, 1<sup>st</sup> you picked 2 cards, 2<sup>nd</sup> you wrote them on the board, then you added the ones and last you added the tens."**

**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: "As you show us how to do the activity you need to tell us what you are doing."**

*S: will demonstrate the activity by writing it on the board and using tens rods.*

- First you pick 2 cards.
- Second you write them on the board.
- Then you add the ones.
- Last you add the tens.

- The teacher will prompt the students as needed.

**T: "Thank, please sit down."**

All Students Do:

**T: "Now it is your turn. There are two problems on your paper that you need to fill in. Each group person in each group will have to do 1 problem. And don't forget to say what you do first, second, then and last. 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: (6 minutes)**

**T: "Now it is your turn to do it all on your own. I am going to pass out your guided practice page. We will do number 1 together and then you need to complete 2-8."**

**T: "Look at the addition sentence on the board,  $30 + 50 = \underline{\quad}$ . You can use the hundred chart on your paper or tens rods. What**

**do you do first?"**

S: *will say, "find 30."*

T: **"Here is 30. (circle 30) Then what?"**

S: *will say, "then we add 50."*

T: **"Correct, we are going to add 50. Start at 30 and count with me as we add 50. 30, 40, 50, 60, 70, 80. 30 plus 50 equals 80. Write it on your paper."**

S: *will write 80 on their paper.*

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)**

• Use a document cam to show problem 18 in problem solving.

T: **"I have a story to tell you. The red car and blue car both stand for a number. We need to figure out what that number is."**

T: **"Look at 1<sup>st</sup> equation, red car plus 40 equals 90. If we subtract, do you think we could figure out what the red car is worth."**

**Tell your neighbor what number the red car stands for."**

S: *will tell their neighbor, "the red car stands for 50."*

T: **"What number do you think the red car stands for? Raise your hand."**

S: *will respond, "50"*

T: **"If I subtract 90 minus 40, let get 9 tens rods, take away 4 of them, how many are left? 1, 2, 3, 4, 5. Five are left. 10, 20, 30, 40, 50. The red car stands for 50."**

T: **"Now let's look at the next part. Red car (50) plus blue car equals 80. I think we need to subtract again. Figure out what the blue car stands for with your partner."**

S: *will turn to their neighbor and figure out what the blue car stands for.*

T: **"Put your finger on your nose if you know what the blue car stands for."**

S: *will put their finger on their nose.*

T: **"Now, one of you from each group needs to come to the board and write it down."**

S: *will write 30 on the board.*

T: **"You guys wrote 30 on the board. The blue car stands for 30. Let's do it together. I have 80 or 8 tens rods. I need to take away how many?"**

S: *will say, "50."*

T: **"Count with me as I take them away. 1, 2, 3, 4, 5. How many are left?"**

S: *will say, "3"*

T: **"Good, there are 3 tens left. That is 30, so blue car stands for 30."**

T: **"Good job today."**

**Assessment:**

**Guided Practice**

1 10	2 20	1 10	2 20
3 30	4 40	3 30	4 40
5 50	6 60	5 50	6 60
7 70	8 80	7 70	8 80
9 90		9 90	