

Grade 2	Lesson: 6-5 Adding Multiples of 10	Reference to English
Math Standard(s): 2.NBT.8 (also 2.OA.1, 2.NBT.9) Domain: Number and Operations in Base Ten		
Content Objective(s):		Language Objective(s):
Students will add using multiples of 10. <i>我会用 10 的倍数做加法。</i>	Students will use “then” in a sentence when telling the order of events. <i>我在说东西的顺序时，我会用“然后”。</i>	
Essential Understanding: Adding groups of tens is similar to adding numbers less than 10.	Required Academic Vocabulary for Word Wall: Listen: Read: Write: Speak: 然后 Sentence Frame: 然后 _____	
Materials: <ul style="list-style-type: none">• Hundred Chart (Teaching Tool 13)• Place Value Blocks (Teaching Tool 17) - Tens rods, ones unit cubes,• Number cards (per pair) - 10s (10, 20, 30, 40,...)• Document Camera• Adding Ones (page 173)• Guided Practice (page 174)	Additional Lesson Vocabulary: 汽车, 蓝色, 红色, 十位数, 个位数, 百数表	
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. • Have place-value blocks available – tens rods, ones unit cubes... <p>T: “你已经学会怎么加个位数了。今天你会学习怎么加十位数。”</p> <ul style="list-style-type: none"> • Teacher will hold up 4 tens rods in one hand. <p>T: “我手上拿着几个十？用手指比给我看。”</p> <p>S: <i>will show 4 with their fingers.</i></p> <p>T: “4 个十里有几个一？告诉你旁边的同学。”</p> <p>S: <i>will say to their neighbor, “40.”</i></p> <p>T: “对, 40. 我们一起来数 ... (count 1 – 40 with the students).”</p> <p>Introduction to New Material (Direct Instruction): (5 minutes)</p> <ul style="list-style-type: none"> • Write $4 + 3 = \underline{\quad}$ on the board. Under it write $40 + 30 = \underline{\quad}$. <p>T: “看白板上的加法算式，它们有什么相似的？告诉你旁边的同学。”</p> <p>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>T: “看这个: $40 + 30 = \underline{\quad}$ 和 $4 + 3 = \underline{\quad}$. 帮我做 $4 + 3 = \underline{\quad}$. 用手指比给我看。”</p> <p>S: <i>will show 7.</i></p> <p>T: “好，我会在白板上写 7. $4 + 3 = 7$.”</p> <p>T: “我们可以怎么用 $4 + 3$ 来加 $40 + 30$? 请想想看。”</p> <p>S: <i>will think about adding 40 + 30.</i></p> <ul style="list-style-type: none"> • Get out tens rods. <p>T: “加 10 跟加一是一样的。我们知道 4 个一加 3 个一是 7 个一，所以我们知道 4 个十加 3 个十等于 7 个十。跟我一起数, 10, 20, 30, 40, 50, 60, 70.”</p> <p>S: <i>will count with the teacher.</i></p> <p>T: “我们来用十的棒子来做一题。 $4 + 2 = \underline{\quad}$ (write it on the board). 告诉你旁边的同学 4 加 2 是什么。”</p> <p>S: <i>will turn to their neighbor and say, “4 + 2 = 6.”</i></p> <p>T: “用手指比给我看 4 加 2 是什么。”</p> <p>S: <i>will show 6 with their fingers.</i></p> <p>T: “很好，4 加 2 等于 6。 $40 + 20$ 是什么？告诉你旁边的同学。”</p> <p>S: <i>will tell their neighbor, “40 plus 20 is 60.”</i></p> <p>T: “40 加 20 跟 4 个十加 2 个十是一样的。所以 4 个十加 2 个十等于 6 个十。我们一起数, 10, 20, 30, 40, 50, 60. 没错。”</p> <p>S: <i>will count with the teacher.</i></p> <p>Guided Practice: (10 minutes)</p>		

Use the modeling cycle:

Teacher Does:

T: “现在换你和同学练习了。每组会拿到数字卡和 173 页。桌子上有十的棒子。你们要来示范和解释怎么做一题。

Teacher will write 2 addition sentences on the board.

- Teacher will demonstrate the activity.

T: “我们先来练习。我会选 2 张数字卡。3 和 2 或 30 和 20。我来写在白板上。”

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

T: “用手指比给我看 3 和 2 是什么。”

S: *will show 5 with their fingers.*

T: “对，3 加 2 是 5。现在我会拿十的棒子。我需要几个来代表 30？”

S: *will respond, “3”*

T: “1,2,3 个十。我还需要几个 (point at the two)？”

S: *will respond, “2”*

T: “1 个十, 2 个十。我拿着 1,2,3,4,5 个十的棒子。跟我一起数 10, 20, 30, 40, 50。”

S: *will count with the teacher.*

T: “所以 3 个十加 2 个十等于 5 个十或是说 30 加 20 等于 50。”

1 Students Does with Teacher:

T: “我需要 一个学生来帮忙。”

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

T: “白板上有两个空白的加法算式。我要你告诉我解答的步骤。我们要先做什么？”

S: *will say, “pick two cards.”*

T: “很好，你要选两张卡，然后呢？”

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

T: “你要先选两张卡，然后把它写在白板上，接下来呢？”

S: *will say, “add the ones. ___ + ___ = ___.”*

T: “最后你需要做什么？”

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

T: “非常好，1: 你要选 2 张卡，2: 你要写在白板上，3: 你要加个位数，4: 你要加十位数。”

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: “示范的时候要记得说出你在做什么。”

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: “谢谢，请坐。”

All Students Do:

T: “现在换你们两个一组来做了。请完成纸上的两题，一人做一题。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。”

T: “看白板上的加法算式， $30 + 50 = \underline{\quad}$ 。你可以用百数表或十的棒子来解答。你要先做什么？”

S: *will say, “find 30.”*

T: “30 在这里。(circle 30) 然后呢？”

S: *will say, “then we add 50.”*

T: “没错，我们要加 50。从 30 开始数 50。30, 40, 50, 60, 70, 80。30 加 50 等于 80。写在纸上。”

S: *will write 80 on their paper.*

T: “很好，现在换你了。请来拿纸然后回座位开始做。”

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)

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

T: “我来说出一个应用题。红色的汽车和蓝色的汽车各代表一个数字。我们需要找出那些数字是什么。”

T: “看第一个等式，红色的汽车加 40 等于 90。如果我们做减法，你觉得我们可以找出红色的汽车是什么数字吗？告诉你旁边的同学。”

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

T: “红色的汽车代表哪个数字？请举手。”

S: *will respond, “50”*

T: “如果我做 90 减 40，我们需要 9 个十的棒子减掉 4 个十的棒子，现在还剩下几个？1, 2, 3, 4, 5. 还剩下五个。10, 20, 30, 40, 50。红色的汽车代表 50。”

T: “现在我们来查看下一个部分。红色的汽车 (50) 加蓝色的汽车等于 80。我们需要再做减法。跟同学合作来找出蓝色的汽车代表什么数字。”

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

T: “如果你知道蓝色的汽车代表哪个数字，请把手指放在鼻子上。”

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

T: “请一个人来帮我写下答案。”

S: *will write 30 on the board.*

T: “你写了 30。蓝色的汽车代表 30。我们一起来做。我有 80 或 8 个十的棒子。我需要减掉几个？”

S: *will say, “50.”*

T: “跟我一起数 1, 2, 3, 4, 5. 现在还剩下几个？”

S: *will say, “3”*

T: “很好，还剩下 3 个十。所以蓝色的汽车代表 30。”

T: “今天做得很好。”

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	