

Grade 2	Lesson: 8-1 Regrouping 10 Ones for 1 Ten	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 models to add a one-digit number to a two-digit number. 我会用无题来做一位数字和二位数字相加的加法。		Students will read the addition sentence. 我会念出加法算式。
Essential Understanding: 10 ones can be regrouped for 1 ten.		Required Academic Vocabulary for Word Wall: Listen: 进位 Read: Write: Speak: Sentence Frame:
Materials: <ul style="list-style-type: none"> Place – Value Mat A (Teaching Tool 8) Number cards 0-11 (Teaching Tool 2) Connecting Cubes (or teaching tool 1) Regrouping 10 Ones for 1 Ten (page 213) Guided Practice (page 214) 		Additional Lesson Vocabulary: 贝壳
Lesson:		Instructional Time: 40 minutes
<p>Opening: (3 minutes)</p> <ul style="list-style-type: none"> Have 2 trains of connecting cubes ready (6 cubes on one train and 3 on the other). <p>T: “你已经学会怎么用模型来显示加法了。看这两条连接方块。一条有 6 个方块，另一条有 3 个方块。一共有几个方块？告诉你旁边的同学。”</p> <p>S: <i>will turn to their neighbor and say, “9 cubes in all.”</i></p> <p>T: “用手指比给我看。6 加 3 等于 9。跟我一起数 1,2,3,4,5,6,7,8,9。”</p> <p>S: <i>will show the addition sentence with their fingers and then count with the teacher.</i></p> <p>T: “6 加 3 等于 9。”</p> <p>T: “今天你会学习怎么用模型来做一位数字和二位数字相加的加法。”</p> <ul style="list-style-type: none"> Draw 23 shells on the board. <p>T: “Carla 想要整理它的贝壳。她有 23 个贝壳。我们可以怎么为贝壳分组？(let the students think for 10 seconds) 一个方式是十个一组。我可以把每十个圈起来。”</p> <ul style="list-style-type: none"> Circle 10 shells. <p>T: “这是一组十。我们还可以再圈出一组十吗？用大拇指比给我看。”</p> <p>S: <i>will show thumbs up.</i></p> <p>T: “没错，我可以再圈出一组十。”</p> <ul style="list-style-type: none"> Circle on more group of ten. <p>T: “我有 2 组十然后还剩下几个？用手指比给我看。”</p> <p>S: <i>will show 3 with their fingers.</i></p> <p>T: “我还可以用另一个方式来为贝壳分组吗？告诉你旁边的同学另一个方法。”</p> <p>S: <i>will turn to their neighbor and tell them one way to group the shells.</i></p> <p>T: “请告诉我另一个分组的方法。”</p> <p>S: <i>will respond, “by 5s” or “by 20” (answers will vary)</i></p> <p>Introduction to New Material (Direct Instruction): (7 minutes)</p> <ul style="list-style-type: none"> Move students to their tables so they can work in small groups. Have connecting cubes at each table. <p>T: “现在我们来用十个一组来帮我们做 25 加 8。Write 25 + 8 on the board.</p> <p>T: “请用连接方块来显示 25。记得用 10 个一组。”</p> <p>S: <i>will work together to show 25 using the connecting cubes.</i></p> <p>T: “所以你用了 2 条十和 5 个其他的方块。(show an example that you have done or a table that has groups the cubes correctly). 现在我们要再加 8 个方块。请合作来显示 25 加 8。”</p> <p>S: <i>will work together to show 25 + 8 with the cubes.</i></p> <p>T: “我的白板上有 25 个方块。两条 10 个和 5 个其他的方块。我要加 8 个。这里有 8 个。我要来看看可以不可以用这些其他的方块来凑成 10。5 个方块, 6,7,8,9,10. 这里有 10 个方块。”</p>		

- Connect 10 of the loose cubes.

T: “这叫做进位。把 10 个一换成 1 个十就是进位。现在我有几个十？”

S: *will respond, “3 tens” or “30.”*

T: “没错，我有 3 个十。告诉你旁边的同学我有几个一。”

S: *will turn to their neighbor and say, “3 ones.”*

T: “我会在白板上写一个算式，请你念给你旁边的同学听。第一个数字是什么？”

S: *will respond, “25” or “the first number was 25.”*

T: “我会先写 25。25 加 8 等于 ____。跟我一起数连接方块，10, 20, 30, 31, 32, 33。我会写下 33。把加法算式念给你的同学听。”

- Write $25 + 8 = 33$ on the board.

Guided Practice: (12 minutes)

Use the modeling cycle:

Teacher Does:

- Use document cam to show Regrouping 10 ones for 1 Ten page.

T: “现在换你们 4 个一组来练习进位。我会给你们一张纸和 0—11 的数字卡。你们开始前，我先来示范。”

T: “我要在纸上写一个在 10—30 之间的数字。我选 17。”

- Write 17 in the row for Item 1 under show and on the addition sentence to the left.

T: “然后我要拿 17 个方块然后把它分成十个一组。我有一组十和 7 个其他的方块。”

- Group the cubes by tens have 1 train of ten and 7 loose cubes.

T: “现在我会选一张数字卡。这个数字会告诉我加几个方块。我选到 8，所以我会把它写在纸上。”

- Write 9 in the row for item 1 under Add and in the addition sentence to the left.

T: “现在我要加 8 个方块。我可以进位吗？”

S: *will respond, “yes.”*

T: “没错，我可以进位。我来圈起来。”

- Circle Yes on the paper.

T: “看没有连接的这些方块。我们一起数出十个 1, 2, 3, 4, 5, 6, 7, 8, 9, 10。”

S: *will count with the teacher.*

T: “现在我们把这组十个放到另一边。现在我有几个十？”

S: *will say, “2 tens.”*

T: “对，2 个十和几个一？用手指比给我看。”

S: *will show 5 fingers.*

T: “2 个十和 5 个一等于 10, 20, 25。17 加 8 等于 25。我来写下答案。”

- Write 25 on the last blank in the addition sentence.

T: “请把加法算式念出来。”

S: *will say “17 plus 8 equals 25” to their group.*

1 Group of Students Do:

T: “现在我需要一组学生上来为我们示范。”

- Teacher will choose a group and give responsibilities to each member the group.

T: “学生 1 会负责把东西写下来。学生 2 会拿方块。学生 2 会把方块分成 10 个一组。学生 4 会选 10—30 之间的一个数字然后选一张数字卡。做完之后你们要把加法算式念出来。”

S: *will do the activity the same as the teacher.*

- As the group does the activity, help them as needed. Guide them to do the activity correctly.

T: 很好。”

All Students Do:

T: “现在换你做了。你有 7 分钟来完成 4 题。”

S: *will do the activity.*

- Teacher will walk around the room helping and guiding groups as needed.

T: “10, 9, 8, 7, 6, 5, 4, 3, 2, 1. 时间到，请把连接方块收起来，把纸交给我，然后回到地上的座位。”

- Collect the papers.

Independent Practice: (10 minutes)

- Use the document cam to show the paper.

T: “现在换你自己做了。我们一起做第一题然后你自己做第 2—8 题。”

T: “看这题，我们要做 24 加 6。我来拿连接方块。”

- Teacher will use the connecting cubes.

T: “第一个数字是 24。我可以从 24 里做出几组 10？告诉你旁边的同学。”

S: *will turn to their neighbor and say, “2 groups of ten.”*

T: “我们可以凑成几个 10？”

S: *will shout out, “2.”*

T: “对，我们有两组十。”

- Show two groups of 10 connecting cubes.

T: “有几个一？用手指比给我看。”

S: *will show 4.*

T: “很好，我们要加 6。我们一起来看看可以不可以再做出一个十。跟我一起数。1,2,3,4,5,6,7,8,9,10。”

S: *will count with the teacher.*

T: “我们又有一组 10 了。我来写下加法算式。24 加 6 等于 30 10, 20, 30。请把算式念给你旁边的同学听。”

S: *will read, “24 plus 6 equals 30” to their neighbor.*

T: “我们需要进位吗？用大拇指比给我看。”

S: *will show thumbs up.*

T: “我们需要进位。现在换你做第 2—8 题了，你有 8 分钟来完成。”

S: *will work on problems 2-8.*

T: “10, 9, 8, 7, 6, 5, 4, 3, 2, 1. 时间到，请把连接方块收起来，把纸交给我，然后回到地上的座位。”

- Collect the papers.

Closing: (8 minutes)

- Pass out whiteboards, erasers, and markers.

T: “我们现在来做一个应用题。我念出来然后你在白板上画出来。”

T: “Molly 买了 18 颗气球。”

- Draw 18 balloons on the board.

T: “她又买了 8 颗气球。”

- Draw 8 balloons on the board.

T: “Molly 买了几颗气球？我需要有一个学生上来帮我把十个一组圈起来。”

Assessment:

Guided Practice