

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. <i>I can add a one-digit number to a two-digit number using object.</i>		Students will read the addition sentence. <i>I can read the addition sentence.</i>
Essential Understanding: 10 ones can be regrouped for 1 ten.		Required Academic Vocabulary for Word Wall: Listen: regroup 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: Shells,
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: “You have learned how to use models to show addition. Look at these two trains of connecting cubes. One has 6 cubes the other has 3. How many cubes are there in all? Tell your neighbor.”</p> <p><i>S: will turn to their neighbor and say, “9 cubes in all.”</i></p> <p>T: “Show me with your fingers, 6 (show the 6 cubes) plus 3 (show the 3 cubes) equals 9 (put both trains together). Count them with me, 1,2,3,4,5,6,7,8,9.”</p> <p><i>S: will show the addition sentence with their fingers and then count with the teacher.</i></p> <p>T: “6 plus 3 equals 9.”</p> <p>T: “Today, you will learn how to use models to add a one-digit number to a two-digit number.”</p> <ul style="list-style-type: none"> Draw 23 shells on the board. <p>T: “Carla wants to organize her shell collection. She has 23 shells. How can we group the shells? (let the students think for 10 seconds) One way I was thinking we could group the shells is by tens.”</p> <p>T: “I can put a circle around ten shells like this.”</p> <ul style="list-style-type: none"> Circle 10 shells. <p>T: “That is one group of ten. Can I make another group of ten? Thumbs up if I can, thumbs down if I can’t.”</p> <p><i>S: will show thumbs up.</i></p> <p>T: “You are right, I can circle 1 more group of ten.”</p> <ul style="list-style-type: none"> Circle on more group of ten. <p>T: “Now I have 2 groups of ten and how many left over? Show me with your fingers.”</p> <p><i>S: will show 3 with their fingers.</i></p> <p>T: “Is there any other way I could group the shells? Tell your neighbor one other way.”</p> <p><i>S: will turn to their neighbor and tell them one way to group the shells.</i></p> <p>T: “Tell me another way to group the shells.”</p> <p><i>S: 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: “Now we are going to use groups of ten to help us add 25 plus 8.</p> <ul style="list-style-type: none"> Write $25 + 8$ on the board. <p>T: “Please use the connecting cubes to show 25. Remember to use groups of 10.”</p> <p><i>S: will work together to show 25 using the connecting cubes.</i></p> <p>T: “I see that every group has 2 trains of ten and 5 loose cubes, like this (show an example that you have done or a table that has groups the cubes correctly). Now we need to add 8 more cubes. Work as a group to show 25 plus 8.”</p>		

S: *will work together to show $25 + 8$ with the cubes.*

T: **"5,4,3,2,1, eye on me. I have 25 cubes on the board. Two trains of 10 and 5 loose cubes. I want to add 8 more. Here are 8 loose cubes, 1,2,3,4,5,6,7,8. I am going to see if I can make 10 cubes with all the loose cubes. Here are 5 cubes, 6,7,8,9,10. Here are 10 cubes."**

- Connect 10 of the loose cubes.

T: **"This is called regrouping. Trading 10 ones for 1 ten is called regrouping."**

T: **"How many tens do I have now?"**

S: *will respond, "3 tens" or "30."*

T: **"You are right, I have 3 tens. Tell your neighbor how many ones I have."**

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

T: **"I will write the number sentence on the board, I want you to read it to your neighbor. What was the first number?"**

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

T: **"I will write 25 first. 25 plus 8 equals _____. Count your connecting cubes with me, 10, 20, 30, 31,32,33. I will write 33. Read the addition sentence to your group."**

- 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: **"Now it is your turn to regroup with your small group of 4. I will give each group the regroup page and number cards 0-11. But before I do this, I will show you what you need to do."**

T: **"Here is my paper and the number cards. I am going to write a number between 10 – 30 right here on the page. I choose 17."**

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

T: **"Then I am going to collect 17 cubes. I am going to group the cubes by tens, like this. I have 1 group of ten on tens side and 7 loose cubes on the ones side."**

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

T: **"Now I am going to choose a number card. This is the number I add to my cubes. I chose 8. I will write that on the page."**

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

T: **"Now I need to add 8 more cubes to the ones section of the mat. Can I regroup?"**

S: *will respond, "yes."*

T: **"You are right, I can regroup. I will circle it."**

- Circle Yes on the paper.

T: **"Look at the ones side with all the loose cubes. Let's count out ten. 1,2,3,4,5,6,7,8,9,10."**

S: *will count with the teacher.*

T: **"Let's move this new group of ten to the tens side. How many tens do we have?"**

S: *will say, "2 tens."*

T: **"Yes, 2 tens and how many ones? Show me with your fingers."**

S: *will show 5 fingers.*

T: **"2 tens and 5 ones equals 10, 20, 25. 17 plus 8 equals 25. I will write the answer."**

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

T: **"Read the addition sentence to your group."**

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

1 Group of Students Do:

T: **"Now I need 1 group to show us how to do this activity. Each of you will be given a different responsibility."**

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

T: **"You all just watched me do the activity all by myself, but you need to do it together. Student number one you will be the scribe. You will write on the paper. Student number 2 you will collect the cubes. Student number 3 you will group the cubes in to groups of 10. Student number 4 you will pick a number between 10-30, then you will pick one of the number cards. At the end of each problem you will all read the addition sentence."**

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: **Good job!"**

All Students Do:

T: **"Now it's your turn! I will give each group a paper and tell you what your responsibilities are. Then you may begin, you will have 7 minutes to do 4 problems."**

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. Time is up. Please clean up the connecting cubes and turn in your papers, then sit on the floor.”

- Collect the papers.

Independent Practice: (10 minutes)

- Use the document cam to show the paper.

T: “Now it is your turn to practice individually. We will do the first one together and then you will finish 2-8 by yourself.”

T: “Look at the paper. We have 24 and want to add 6. Let me get the connecting cubes.”

- Teacher will use the connecting cubes.

T: “The first number is 24. How many groups of 10 can I make with 24? Tell your neighbor.”

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

T: “How many groups of 10 can we make?”

S: will shout out, “2.”

T: “Correct, here are two groups of ten.”

- Show two groups of 10 connecting cubes.

T: “How many ones are there? Show me with your fingers.”

S: will show 4.”

T: “Very good, now we need to add 6. Let’s try to make another ten out of 4 plus 6. Count with me as I put them together.

1,2,3,4,5,6,7,8,9,10.”

S: will count with the teacher.

T: “That is another group of 10. I will write the addition sentence. 24 plus 6 equals 30. 10, 20, 30. Read the number sentence to your neighbor.”

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

T: “Did we need to regroup? Thumbs up or down.”

S: will show thumbs up.

T: “We did need to regroup. Now it is your turn to do problems 2 – 8. You will have 8 minutes.”

S: will work on problems 2-8.

T: “10, 9, 8, 7, 6, 5, 4, 3, 2, 1. Time is up. Please clean up the connecting cubes and turn in your papers, then sit on the floor.”

- Collect the papers.

Closing: (8 minutes)

- Pass out whiteboards, erasers, and markers.

T: “To finish up today I am going to read you a story problem. As I read it I will draw it on the board and I want you to draw it on your board.”

T: “Molly bought 18 balloons. Let’s draw 18 balloons. 1,2,3,4,5...18.”

- Draw 18 balloons on the board.

T: “Then she bought 8 more balloons. Let’s draw 8 more balloons. 1,2,3,4,5,6,7,8 balloons.”

- Draw 8 balloons on the board.

T: “How many balloons did Molly buy? I need a student to come up and circle groups of ten on the board. While they are circling it on the board, I want you to circle it on your board.”

Assessment:

Guided Practice