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| Grade 2 | Lesson: 8-5 Adding Two-Digit Numbers | Reference to English |
| Math Standard(s): 2.NBT.5 (also 2.NBT.6 and 2.NBT.9) | | Domain: Number and Operations in Base Ten |
| Content Objective(s): | | Language Objective(s): |
| Students will use the standard algorithm symbolically to add two-digit numbers, with and without regrouping. 我会不要进位并用标准算法来加二位数字。 | | Students will say the addition sentence. 我会说出加法算式。 |
| Essential Understanding: The standard addition algorithm for adding two-digit and two-digit is just an extension of the algorithm for adding two-digit and one-digit numbers. The ones are added first and then the tens. | | Required Academic Vocabulary for Word Wall: Listen: Read: Write: Speak: Sentence Frame: |
| Materials: <ul style="list-style-type: none"> Number Cards 0-11 (Teaching Tool 2) Whiteboards, erases and markers. Models to Add Two- and One-Digit Numbers (page 225) Guided Practice (page 226) | | Additional Lesson Vocabulary: |
| Lesson: | | Instructional Time: 40 minutes |
| <p>Opening: (3 minutes)</p> <ul style="list-style-type: none"> Draw an addition frame on the board. Use connecting cubes as you demonstrate 22 plus 29. Pass out whiteboards, markers and erasers. <p>T: “你已经学会怎么用模型来做 2 个二位数字的加法了。我们一起来做一题。请在白板上写出加法框。”</p> <p>S: will write an addition frame on their board.</p> <p>T: “请把 22 加 29 填进加法框里。”</p> <p>S: will write 22 plus 29 in the addition sentence.</p> <p>T: “给我看你的白板。(check the students addition frames to make sure they filled them in correctly)</p> <p>S: will show the teacher their boards.</p> <p>T: “很好，我们来相加。告诉你旁边的同学要先做什么。”</p> <p>S: will tell their neighbor, “add the ones first.”</p> <p>T: “我们要先加个位数。请在加法框里做 2 加 9。”</p> <p>S: will add 2 plus 9 and write it in the addition frame.</p> <p>T: “请举手告诉我 2 加 9 是什么。”</p> <p>S: will raise their hands, “2 plus 9 equals 11.”</p> <p>T: “对，2 加 9 等于 11。我们来进位。我会把 1 写在个位数的位置上然后把 1 写在十位数上的各自立。接下来呢？”</p> <p>S: will respond, “add the tens.”</p> <p>T: “对，要加十位数。1 加 2 加 2 等于 ____？请写在白板上。”</p> <p>S: will write 5 in the tens place.</p> <p>T: “给我看你的白板。”</p> <p>S: will show the teacher their boards.”</p> <p>T: “很好，22 加 29 等于 51。请把加法算式念给你旁边的同学听。”</p> <p>S: will read, “22 plus 29 equals 51” to their neighbor.”</p> <p>T: “很好，跟我一起说出来，22 加 29 等于 51。”</p> <p>S: will say “22 plus 29 equals 51” with the teacher.</p> <p>T: “这是我们上次练习的，今天你会学习怎么用纸跟笔来解答 2 个二位数相加的题目。”</p> <p>Introduction to New Material (Direct Instruction): (7 minutes)</p> <ul style="list-style-type: none"> Write $46 + 26$ on the board in the addition frame. <p>T: “看白板，46 加 26。请写在白板上并解答。”</p> <p>S: will write $46 + 26$ on their boards in an addition frame and solve it.</p> <ul style="list-style-type: none"> As the students solve the problem walk around and help as needed. <p>T: “给我看你的白板。很好，我们一起来解答。我们要先做什么？”</p> <p>S: will respond, “add the ones.”</p> <p>T: “很好，我们要先加个位数。告诉你旁边的同学 6 + 6 等于 ____。”</p> <p>S: will turn to their neighbor and say, “6 plus 6 equals 12.”</p> <p>T: “6 加 6 是什么？”</p> | | |

S: *will respond, "6 plus 6 equals 12."*

T: “没错，我们来进位。如果你要上来帮忙把 12 写在正确的地方，请举手。”

- Teacher will pick a student.

S: *will right 12 in the correct spots in the addition frame.*

T: “很好，你要把 2 写在个位数的位置上然后把 1 写在十位数上的格子里。谢谢，接下来呢？”

S: *will respond, "add the tens."*

T: “对，我们要加十位数。用手指比给我看 1 加 4 加 2 等于 ____。”

S: *will show 7 with their fingers.*

T: “很好，46 加 26 等于 72。请把加法算式念给你旁边的同学听。”

S: *will read $46 + 26 = 72$ to their neighbor.*

T: “现在请检查你们的答案跟我的是一样的。”

S: *will check their addition frames.*

T: “给我看你的白板。(check the student work and help the students who did the problem incorrectly). 很好，请擦掉。”

Guided Practice: (12 minutes)

Use the modeling cycle:

Teacher Does:

T: “现在换你和同学练习了。你们要互相教导然后交换。你们每个要教导白板上的两题。”

1 Students Does With Teacher:

T: “我需要一个学生来帮忙。”

- Teacher will choose a student.

T: “我要你教我怎么用加法框来做加法。题目是 15 加 18。”

- Write 15 plus 18 in a number frame on the board.

T: “教我怎么做 15 加 18。告诉我要先做什么然后再做什么。”

S: *will say, "first you add the ones. 5 plus 8 equals 13. Then regroup."*

T: “5 加 8 等于 13。我要怎么写在加法框里？”

S: *will respond, "write the 3 in the ones, write the 1 in the box."*

- Teacher will write 13 in the appropriate place in the addition frame.

T: “接下来呢？”

S: *will say, "add the tens. 1 plus 1 plus 1 equals 3. Write 3 here (in the tens place)."*

T: “你可以念出加法算式吗？”

S: *will say, "15 plus 18 equals 33."*

T: “很好，谢谢你，请回座位。”

- Help the student with the steps as needed. If they need help with the language, scaffold them along.
- Write the steps on the board so students can use it while they are teaching each other.

2 Students Do:

- Have 2 addition frames written on the board. Problems are 27 plus 50 and 62 plus 28.

T: “我需要一个 2 个学生来帮我。”

- Teacher will choose two students to come up and help.

T: “学生 1 要教学生 2 怎么用加法框做加法。学生 2 要选数字卡。”

S: *#2 will pick the cards and student #1 will write them in the addition frame.*

S: *#1 will teach student #2 how to add the numbers.*

- *1st add the ones.*
- *2nd regroup.*
- *3rd write the ones in the ones place.*
- *4th write the tens above the tens.*
- *5th add the tens*

- Scaffold the students as needed.

T: “现在请交换，学生 1 会选数字卡然后学生 2 会教学生 1 怎么做加法和进位。”

S: *#1 will pick the cards and student #2 will write them in the addition frame.*

T: “学生 1 要选一张卡然后写在加法框上。”

S: *will pick a card and write the number on the addition frame on the board.*

T: “学生 2 会教学生 1 怎么做加法和进位。”

S: *#2 will teach student #1 how to add and regroup.*

T: “很好，谢谢你，请回座位。”

All Students Do:

T: “现在换你了，题目在白板上。”

- $25 + 16$
- $76 + 15$
- $40 + 53$
- $63 + 27$

你们一人要教 2 个题目，用连接方块来帮你。你有 8 分钟来完成这 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)

T: “现在换你自己做了。我们先一起来做第一题。34 加 17 等于 ____? 我们要先加个位数还是十位数?”

S: *will respond, “the ones.”*

T: “对，我们要先加个位数。4 加 7 是什么? 如果你知道，请举手。”

S: *raise their hands and say, “4 plus 7 equals 11.”*

T: “我们要进位吗? 用大拇指比给我看。”

S: *will show thumbs up.*

T: “我会把 1 写在个位数的位置上然后把另一个 1 写在十位数上的格子里。接下来呢?”

S: *will respond, “add the tens.”*

T: “对，我们要加十位数。1 加 3 加 1 等于 ____? 告诉你旁边的同学。”

S: *will tell their neighbor, “1 plus 3 plus 1 equals 5.”*

T: “用手指比给我看。”

S: *will show 5 with their fingers.*

T: “很好，请把加法算式念给你旁边的同学听。”

S: *will read, “34 plus 17 equals 51.”*

T: “我们有进位吗? 用大拇指比给我看。”

S: *will show thumbs up.*

T: “现在换你自己做了，你有 6 分钟来完成 5 题。”

S: *will work on the rest of the problems.*

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, erases and markers.

T: “最后我们来做一个应用题。我念出来然后你把资料写在白板上。Amir 种了 25 颗树。Juan 种了 27 颗树。”

S: *will write 25 and 27 on their boards.*

• Teacher will write 25 plus 27 on the board in the addition frame.

T: “他们一共种了几颗数? 请找出答案。”

S: *will find the answer and write it on their board.*

T: “给我看你的白板。很好，我在加法框里写下 25 加 27. 请告诉旁边的同学要先做什么。”

S: *will say, “add the ones.”*

T: “对，要先加个位数。5 加 7 等于 12. 我要把 2 写在哪里?”

S: *will say, “in the ones place.”*

• Write 2 in the ones place.

T: “我要把 1 写在哪里?”

S: *will say, “in the box.”*

T: “对，我来把 1 写在十位数上的格子里。”

• Write 1 at the bottom the tens column.

T: “接下来呢?”

S: *will say, “add the tens.”*

T: “对，要加十位数，1 加 2 加 2 等于 5. 我来把它写下来。请把加法算式念给你旁边的同学听。”

S: *will read, “25 plus 27 equals 52.”*

T: “很好，25 加 27 等于 52.”

Assessment:

Guided Practice

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