Grade 2	Lesson: 8-6 **Adding on a Number Line**	Reference to English

Math Standard(s): 2.MD. (also 2.NBT.6 and 2.NBT.9)	Domain: Number and Operations in Base Ten

Content Objective(s):	Language Objective(s):
Students will use number lines to model two-digit addition. 我会用数字线来标示出二位数字的加法。	Students will tell their neighbor how many more they need. 我会告诉我旁边的同学我还需要几个。
Essential Understanding: Sums can be represented as lengths on a number line diagram of addition.	**Required Academic Vocabulary for Word Wall:** **Listen:** 数字线 **Read:** **Write:** **Speak:** **Sentence Frame:**
Materials: • Guided Practice (page 234) • Independent Practice (page 235)	**Additional Lesson Vocabulary:** 积木，箭头

Lesson:	Instructional Time: 40 minutes

Opening: (1 minutes)
• Draw a number line from 0 – 30 (label multiples of 5) on the board.
T: "你已经学会怎么用模型来做 **2** 个二位数的加法了。今天你会学习怎么用数字线来做一位数和二位数相加的加法。"

Introduction to New Material (Direct Instruction): (7 minutes)
T: "我来告诉你们一个应用题。**Ameilia** 星期一走了 **18** 个街区。"
• Write Monday and 18 blocks next to it on the board.
T: "星期二她走了 **5** 个街区。"
• Write Tuesday and 5 blocks next to it on the board.
T: "她一共走了几个街区？"
• Use the number line you have already written on the board.
T: "看白板上的数字线，每个刻度等于一个街区。我需要一个学生上来帮我把 **18** 圈起来。"
• Teacher will choose a student.
S: *will find 18 on the number line and circle it.*
T: "我们来 **5** 个一数来检查，跟我一起数 **5, 10, 15, 16,17,18.** 没错，我会从 **0** 画一个箭头到 **18.**"
S: *will count with the teacher.*
T: "她星期二又走了 **5** 个街区，所以我们再来加 **5** 个。我会从 **18** 开始然后往前数 **5，1,2,3,4,5.** 我会再画一个箭头。"
• Teacher will draw another arrow from 18 to 23.
T: "看数字线和上面的箭头。第二个箭头停在哪里？"
S: will respond, "stops on 23."
T: "对，停在 **23** 上，所以 **18** 加 **5** 等于 **23. Amelia** 一共走了几个街区？告诉你旁边的同学。"
S: *will turn to their neighbor and say, "23 blocks."*

Practice: (10 minutes)
• Have a large number line on the board to work with.
T: 今天我们要一起练习。
• Teacher will hand out the papers and send the students to their desks.
T: "我们一题一题来做。我们先来看第一题。"
• Write the equation on the board – 21 + 7 = _____.
T: "我们需要用数字线来找出 **21** 加 **7.** 我要从哪个数字开始？告诉你旁边的同学然后把数字圈起来。"
S: *will tell their neighbor, "21" and circle it on their paper.*
T: "给我看你的纸。"
S: *will show the teacher their papers.*
T: "很好，你把 **21** 圈起来了。"
• Teacher will circle 21 on the number line on the board.
T: "现在我们要从 **0** 画一个箭头到 **21.**"
S: *will draw an arrow from 0 to 21.*
T: "**21** 加 **7,** 所以现在我们要加 **7.** 我们要从哪里开始？"
S: *will respond, "at 21."*

T: "对，我们要从 **21** 开始。我们从 **21** 往前数 **7, 1,2,3,4,5,6,7.**"
S: *will count with the teacher.*
T: "很好，现在我们在哪个数字上？"
S: *will respond, "28."*
T: "对，所以要从 **21** 画一个箭头到 **28.**"
S: *will draw an arrow from 21 – 28.*
T: "请把加法算式念给你旁边的同学听。"
S: *will turn to their neighbor and say, "21 plus 7 equals 28."*
T: "很好，我们来做下一体。"
•   Write 14 + 9 = ___ on the board.
T: "**14** 加 **9** 等于 ____. 我们要从哪个数字开始？"
S: *will respond, "14."*
T: "没错，在数字线上找出 **14.**"
S: *will find 14.*
T: "现在要做什么？"
S: *will answer, "draw an arrow."*
T: "对，画一个箭头。"
S: *will draw and arrow from 0- 14.*
T: "给我看你的纸。"
S: *will show the teacher their papers.*
T: "接下来呢？"
S: *will respond, "add 9."*
T: "我们从 **14** 开始往前数 **9.** 跟你的同学一起数然后画出箭头。"
S: *will count on from 14 to 23 with their neighbor and draw the 2nd arrow.*
T: "现在你在哪个数字上？"
S: *will respond, "23."*
T: "把算式念给你旁边的同学听。"
S: *will read "14 + 9 = 23" to their neighbor.*
T: "我们一起念出加法算式，**14** 加 **9** 等于 **23.**"
T: "请自己做第 **4** 题。"
S: *will complete number 4, 16 + 5 + _____ independently.*
T: "把纸拿起来。 (Check student work – if most got it correct, move on, if most did not, go over problem.)

Closing: (5 minutes)
T: "我们最后要再做一题。这次要从数字线上找出资料来解答加法算式。"
•   Draw the number line on the board and write 7 + 12 using arrows and circles.
T: "跟你的同学合作来找出加法算式。你有 **1** 分钟的时间。"
S: *will work together to figure out the addition sentence.*
T: "**5, 4,3,2,1.** 时间到。看第 **3** 题。看这个紫色的箭头，它是从 **0** 到什么数字？"
S: *will respond, "7."*
T: "没错，它从 **0** 到 **7**，所以我会在第一个空格里写下 **7.**
•   Teacher will write 7 on the first blank in the addition sentence.
T: "看第二个箭头，它有多场？跟我一起数 **1,2,3,4,5,6,7,8,9,10,11,12.** 它从 **7** 一直到 **19,** 这之间有 **12** 个刻度。我会在第二个空格里写下 **12.**"
•   Teacher will write 12 on the second blank in the addition sentence.
T: "你的加法算式跟我的一样吗？"
S: *will check their addition sentence.*
T: "跟我一起念出算式，**7** 加 **12** 等于… 告诉你旁边的同学答案是什么。"
S: *will turn to their neighbor and say, "19."*
T: "再跟我说一次加法算式，**7** 加 **12** 等于 **19.**"
S: *will say with the teacher, "7 plus 12 equals 19."*
T: "请再自己做一题。你有 **1** 分钟来完成第 **6** 题。"
S: *will work on problem 6.*
•   Check student work and go over problem 6 if the students need to help.
T: "很好。"

Assessment: