Grade 2	Lesson: 8-7 Adding More than Two Numbers	Reference to English

Math Standard(s): 2.NBT.6 (also 2.NBT.5 and 2.NBT.9) — **Domain: Number and Operations in Base Ten**

Content Objective(s):	Language Objective(s):
Students will use paper and pencil to add 3 and 4 two-digit numbers. 我会用纸跟笔来相加 3 个或 4 个二位数字。	Students will practice saying addition sentences with more than 2 two-digit numbers. 我会说出比 2 个二位数字多的加法算式。
Essential Understanding: Three and four two-digit numbers can be grouped and added in any order.	**Required Academic Vocabulary for Word Wall:** **Listen:** number line **Read:** **Write:** **Speak:** **Sentence Frame:**
Materials: • Number Cubes • Adding More than Two Numbers (page 237) • Guided Practice (page 238)	**Additional Lesson Vocabulary:**

Lesson:	Instructional Time: 40 minutes

Opening: (1 minutes)

T: "你已经学会怎么用不同的技巧来做两个数字相加的加法了。我们来练习两个技巧：继续数下去和凑成 **10**."

• Write 17 + 8 on the board.

T: "看白板上的题目， **17** 加 **8.** 我们继续数来找出答案。我们从 **17** 开始往前数 **8**。告诉你旁边的同学答案是什么。"

S: *will turn to their neighbor and count on from 17 until they get to 25.*

T: "跟我一起数， **17, 18, 19, 20, 21, 22, 23, 24, 25.** 我往前数 **8** 之后会到 **25. 17** 加 **8** 等于 **25.** 把加法算式念给你旁边的同学听。"

S: *will read, "17 plus 8 equals 25."*

T: "很好，我们再来做一题。这次我们会用凑成 **10** 的方式。 **27** 加 **15,** 请写在你的白板上。"

• Write 27 + 15 = _____ on the board.

T: "我们要先凑成十。最接近 **27** 的十是什么？请举手。"

S: *will raise their hand and say, "30."*

T: "对，是 **30.** 我还需要几个才能有 **30**？用手指比给我看。"

S: *will show 3 with their fingers.*

T: "我来划在白板上。我一开始有 **2** 个十 (draw two tens rods) **and 7 ones** (draw 7 loose cubes). 我要再做出一个十，所以我要再加 **3** (add 3 more cubes cross them out and draw another tens rod). 现在我有 **30** 加什么？告诉你旁边的同学是 **30** 加 **15** 还是 **30** 加另一个数字。"

S: *will say to their neighbor, "30 plus 12."*

T: "我把 **3** 个加到 **27** 时，我要从 **15** 拿掉 **3. 15** 减 **3** 等于 **12.** 我们先来加十位数， **3** 加 **1** 是什么？"

S: *will say, "4."*

T: "现在我们来加个位数，答案是 **42.** 请把加法算式念给你旁边的同学听。"

S: *will read, "27 plus 15 equals 42."*

T: "大家一起说 "**27** 加 **15** 等于 **42.**"

Introduction to New Material (Direct Instruction): (7 minutes)

• Write 4 + 6 + 4 on the board in vertical format.

• Hand out whiteboards, erasers and markers.

T: "看白板，这个加法算式有 **3** 个加数。请试试看解答。你有 **30** 秒钟，请开始。"

S: *will try to solve 4 + 6 + 4 on their own using their whiteboard.*

T: "时间到，给我看你的白板。 (check the student boards to see if the students added correctly).

S: *will show the teacher their boards.*

T: "我做 **3** 个加数的加法时，我会先相加 **2** 个数字然后再把第三个加进来。我来示范。 **4** 加 **6** 加 **4**。"

• Demonstrate how to add the numbers by writing them on the board.

T: "我会先加前面 **2** 个数字。 **4** 加 **6** 等于 **10**，然后再加上 **4** 等于 **14.** 所以 **4** 加 **6** 加 **4** 等于 **14.**"

Guided Practice: (minutes)

Use the modeling cycle:

Teacher Does:

T: "现在换你和同学练习了。你们会做 **3** 个二位数字的加法。你们开始以前我先来示范。"

T: "你们会拿到 **2** 个数字方块，然后你们要轮流丢数字方块来知道你们 **3** 个二位数字是什么。 **1-2** 的方块是十位数然后 **1-6** 是个位数。我来示范。"

- Teacher will roll the 1-2 number cube, and write the number in the tens place. Then roll the 1-6 number cube and write the number in the ones place.

T: "你有看我我用数字方块得到的数字吗？我把数字写下来然后要在丢两次。"

- Teacher will roll both cubes 2 more times and make 2 more two-digit numbers and will write them in the two-digit addition frame with the first number.

T: "现在我有 **3** 个二位数字要相加。我要先加个位数还是十位数？"

S: *will respond, "with the ones."*

T: "对，我要从个位数开始因为我可能要进位。"

- Teacher will add the ones place. If regrouping is necessary, they will regroup.

T: "我加了个位数，接下来呢？"

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

T: "我要你在白板上加十位数。"

S: *will add the tens on their board.*

T: "给我看你的白板。 (check the student boards to see if they added correctly). 很好，我也来做。"

- Teacher will add the tens.

T: "请把加法算式念给你旁边的同学听。"

S: *will read the addition sentence to their neighbor.*

<u>1 Students Does with Teacher:</u>

T: "我需要 **1** 个学生来帮我。"

- Teacher will choose a student.

T: "我们是一队。我们要轮流丢数字方块然后写下数字。你先开始。"

S: *will roll the cubes once.*

T: "很好，请把你得到的数字写在白板上的加法框里。"

S: *will write the numbers in the addition frame on the board.*

T: "记得 **1-2** 方块的数字是十位数然后 **1-6** 方块的数字是个位数。"

T: "现在欢我丢数字方块和写数字了。"

- Teacher will roll and write the numbers.

T: "又换你了。"

S: *will roll and write the numbers again.*

T: "现在我们要把这三个数字相加，我们要先加个位数还是十位数？"

S: *will say, "we add the ones first."*

T: "呢好，你先加个位数然后我再加十位数。"

S: *will add the ones and write the answer, they will regroup if necessary.*

T: "很好，我来加十位数。"

- Teacher will add the tens.

T: "你可以帮我把加法算式念出来吗？"

S: *will read the addition sentence, ___ + ____ + ____ = ___*

T: "很好，谢谢你，请回座位。"

<u>2 Students Do:</u>

T: "我需要 **2** 个学生来帮我。"

- Teacher will choose two students.

T: "你们要轮流丢数字方块，写数字，相加个位数和相加十位数。"

S: *will demonstrate the activity in front of the class.*

- Teacher will help the students as needed – remind students to use as much language as possibile.

T: "很好，谢谢你，请回座位。"

<u>All Students Do:</u>

T: "现在换你了。你会拿到 **2** 个数字方块和 **237** 页。每组会做 **2** 个题目，你有 **5** 分钟来完成。"

S: *will do the activity.*

- Teacher will walk around the room helping students and reminding them to use the language as they work together.

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。"

S: *will clean up their activity, turn in their papers and sit on the carpet.*

Independent Practice: (minutes)

T: "现在换你自己做了。我们先一起来做第一题。"

- Write 18 + 12 + 15 on the board.

T: "我把题目写在白板上了，请你写下来。"

S: *will write 18 + 12 + 15 on their boards.*

T: "现在我们要把 3 个二位数字相加。我要先加个位数还是十位数？"

S: *will respond, "we add the ones first."*

T: "对，我们要先加个位数。请加个位数。"

S: *will add the ones.*

T: "给我看你的白板。很好，我加个位数时，我会先加 8 和 2.8 加 2 是什么？"

S: *will respond, "8 plus 2 equals 10."*

T: "对，8 加 2 是 10。10 加 5 是什么？"

S: *will respond, "10 plus 5 equals 15."*

T: "很好，10 加 5 是 15。我需要进位。我会把 5 写在个位数的位置上然后把 1 写在十位数上的格子里。"

- Teacher will write down the 1 and 5.

T: "现在我要加十位数。请在你的白板上加十位数。"

S: *will add the tens place, 1 + 1 + 1 + 1 = 4.*

T: "给我看你的白板。我们一起来做，1 加 1 加 1 加 1 等于 ____? 用手指比给我看。"

S: *will show 4 fingers.*

T: "很好，18 加 12 加 15 等于 45.请把加法算式念给你旁边的同学听。"

S: *will read "18 plus 12 plus 15 equals 45" to their neighbor.*

T: "很好，请做剩下的题目，你有 5 分钟来完成。"

- Teacher will pass out the papers and the students will work at their desks.
- Teacher will walk around the room monitoring and helping students.

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 in their papers and sit on the carpet.*

Closing: (minutes)

T: "最后我们会做 4 个二位数字的加法。Cody 和 Jill 在玩玩具卡车。28 辆卡车是蓝色的。"

- Teacher and student will write 28 on their boards.

T: "32 辆卡车是黄色的。"

- Teacher and student will write 32 on their boards.

T: "17 辆卡车是绿色的。"

- Teacher and student will write 17 on their boards.

T: "11 辆卡车是粉红色的"

- Teacher and student will write 11 on their boards.

T: "一共有几个卡车？我们一起来加个位数。8 加 2 加 7 加 1 是什么？8 加 2 是 10, 10 加 7 是 17, 17 加 1 是 18."

S: *will write 18 in their equation.*

T: "给我看你的白板。我们需要进位所以我把 8 写在个位数的位置上然后把 1 写在十位数上的格子里。"

- Teacher will write the 18 where it belongs.

T: "现在请自己加十位数，你有 20 秒钟。"

S: *will ad the tens place.*

T: "给我看你的白板。很好，1 加 2 加 3 加 1 加 1 等于 8.我会把 8 写在十位数的位置上。你的答案跟我的一样吗？"

S: *will check their work.*

T: "现在把加法算式念给你旁边的同学听。"

S: *will read, "28 plus 32 plus 17 plus 11 equals 88" to their neighbor.*

T: "我们一起念出来，28 加 32 加 17 加 11 等于 88.今天做得很好。"

Assessment:
Guided Practice