

Grade 2	Lesson: 1-2	Reference to English
Math Standard(s): 2.OA.1	Domain: Operations and Algebraic Thinking	
Content Objective(s):	Language Objective(s):	
Students will model joining stories and write an addition sentence. 我可以写个结合的故事和写出一个加法算式。	Students will use the word “join” when speaking about adding more to a group of objects. 当我加更多物品时，我可以用“结合”的这个词语。	
Essential Understanding: Joining parts to make a whole is one interpretation of addition. Addition number sentences can be used to show joining parts of a whole	Academic Vocabulary for Word Wall: Listen: 结合 / 加入, 一共 Read: 一共 Write: Speak: 一共 Sentence Frame: 这里有 ____。有 ____ 个加入他们。一共有几个?	
Materials: • Connecting cubes (or teaching tool 1) • Workmat for each student • Guided Practice Sheets	Additional Lesson Vocabulary: 结合 / 加入, 一共	
Lesson: Stories about joining	Instructional Time: 45 minutes	

Draft - Not for Distribution
Property of USOE

Opening: (6 minutes) –

T: “Yesterday we learned how to write number sentences about parts of numbers. Today, we will learn to write addition number sentences for stories about joining.”

“Everyone hold up your right hand.”

S: will hold up their right hand

T: “Please put 4 fingers of your right hand on your desk, like this.”

S: will put down four fingers

T: “Now put two fingers of your other hand on you desk. How many fingers do you have on your desk now? When I clap my hands twice, turn and tell your partner. When you have told them, fold your arms and show me you are ready.”

S: counts their fingers, waits for the signal, then tells their partner the answer. “6”

T: “Let’s try one more. I am going to look for 2 quiet students wearing red.”

- Walk around the room, choose two students to come up to the front.

T: “Now I’m looking for 4 students wearing white to come join them. Please look at someone wearing white.”

S: all look for friends wearing white and turn and look at one. Walk around again, choosing 4 students to go to the front.

T: “Whisper out loud as you count how many students are here all together, and when you hear me clap twice, turn and tell your partner.”

- Give them time to count out loud, then give the signal.

S: will turn to partner and tell them their answer.

T: “When I call on you, I want to hear what your partner told you.” (Ex. “Sally, how many did your partner say?”)

S “My partner said she counted 6 students altogether” or my partner counted 6” or “6”

T: “I will call the quietest tables first to go get a workmat, a bag of cubes, and come quickly back to your table. I’ll know you’re ready when I see you sit facing forward with your hands on your shoulders, like this.”

S: will wait to be called (by table number or name)

Introduction to New Material (Direct Instruction): (10 minutes)

T: “I am going to tell a story with a secret math problem inside for you to solve. Listen carefully and see if you can hear what we need to solve.”

“Ann is in her garden. She sees 6 little red birds sitting in a tree. They are very cute. Then she sees two blue birds fly into the garden to join them. How many birds are there in all?”

“Let’s think of some ways we could solve the problem. I’ll give you thirty seconds of quiet to think of a good way you could teach a friend to solve the problem. You may open your bags and use the cubes.”

(Let students think and use their cubes)

T: “Please turn to your neighbor and teach them how you would solve the problem.”

S: will use the cubes to explain to their partner how they solved the problem

T: “Take out your work mat. How can you show the two groups of birds on this mat?” (Choose a few names from the popsicle stick jar to share how they did it)

T: “Very good! We can use cubes to represent the birds. 1 cube=1 bird. So we can put 6 cubes in the right space, and 2 birds in the left space.”

S: will re-arrange their cubes if needed to match the story

T: “Stack your cubes together, or join them, to make one long stack”

“When you bring things together, you join them. The space at the top of the work mat is for us to write how many altogether. When I clap two times, I want all the girls to tell me what number I should write in the space.”

Clap hands, girls will say together the number.

Guided Practice: (15 minutes)

T: “Let’s look at the top of page 8 . Raise your right hand, and get your reading finger ready. Let’s read it together. When I pause, you tell me what word is next. It says ‘Ann sees ___(5) birds on the fence.’ Count with me 1,2,3,4,5. ‘Then ___(2)more birds join them. _____(How many) birds does ___(she) see in all?’”

Students will use pointer finger to follow along. When the teacher pauses, they say out loud the word that should go next.

T: “Look at the next box. Here we can see the birds each sitting on one cube. The first part is 5. The second part is 2.”

“Let’s look how we can use our workmat to show the story. In the next box it says “You can join the parts to find the sum. Let’s clap how many cubes we can see in left space.

Students clap 1,2,3,4,5.

T: “Now how many in the right space?”

Assessment:

Problems 5-7 will be sent home as homework on the English side

Draft – Not for Distribution
Property of USOE