

Grade 2	Lesson: 2-1	Reference to English
Math Standard(s): 2.OA.1 Domain: Operations and Algebraic Thinking		
Content Objective(s):		Language Objective(s):
Students will understand that addition facts involving 0,1,2 can be seen as finding numbers 0,1,and 2 more. 我了解当加法算式有0,1,2时，这代表要找出多0,1和2。		Students will use the words more than to describe addition problems using 0 ,1, and 2. 我可以用“多于”来描述用0,1和2的加法问题。
Essential Understanding: The number relationships of 0-more than,1-more than, and 2-more than are the basis for addition facts with 0,1,and2 .		Academic Vocabulary for Word Wall: Listen: 多于 Read: 多于 Write: Speak: 多, 多于 Sentence Frame: 多于_____ 多_____
Materials: • Counters (Teaching tool 10) • Guided Practice		Additional Lesson Vocabulary:
Lesson: Adding 0,1,2		Instructional Time: 35 mins

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Opening: (3 minutes)

T: "Put your hand on your head if you know how to write addition sentences."

S: will put their hands on head, watch for those who hesitate or don't understand the words addition sentence

T: "Today, we write addition sentences for adding 0, 1 more, and 2 more."

"So let's say I have an apple tree in my yard at home. If I pick 5 apples and Billy picks 1 more than I pick, how many does Billy have? Whisper to your neighbor."

S: will whisper answer to neighbor

T: "If I pick 5 apples and Billy picks 2 more than I pick? Whisper to your partner."

S: will whisper to their partner

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

- Split students into groups of three, giving each group 12 counters and page 37.

T: "Put 0 counters in the box that says 0 more, 1 in the box that says 1 more, and 2 in the box that says 2 more."

S: will place counters in the boxes

T: Write $3+2=$ ___ on the board "How can you use counters and one of the boxes to solve this problem? Work with your partners to figure it out."

S: will work with their counters

T: Ask a few groups to explain to the class how they did it. "Great! Let's do one together." Write $4+1=$ ___ on the board." How can you show the first part of this addition sentence with counters?"

S: will place 4 counters at the top of their page

T: "Point to the box that has the number of counters that you need to add to this?"

S: will point to the 1 more box

T: "Now add the counters, and use your fingers to show me the answer"

S: will show five fingers.

Guided Practice: (10 minutes)

T: Write $7+2=$ ___ $3+1=$ ___ $8+0=$ ___ and $4+2=$ ___ on the board. " You now have 5 minutes to work with your partners and use counters and the boxes to answer these four problems. Then write them in the spaces given on the page."

When the five minutes is up, clap for attention.

Use the modeling cycle:

Teacher Does:

T: "Look at page 38. Let's do number 1 together. The instructions say to circle the 0,1,or2. So let's first circle the 0, like this."

S: will circle the 0

T: Now we can use our counters to model if we want, so get four counters out. Now add 0 counters. How many counters do you have now? Write it in the answer spot."

S: will write in their answer

2 Students Do with Teacher:

T: "Let's have two helper lead us for number 2." Have students come write the problem on the board or work on the projected page.

S: will come up

T: "Remember to circle the 0,1, or 2"

S: will lead the class in using the counters to solve the problem.

T: "Great!"

Independent Practice: (11 minutes)

T: "Now it's your turn to practice on your own. You have 10 minutes to do number 3–22. Go! When you hear me clap my hands, put your things away and meet me at the rug."

S: will work independently

Closing: (5 minutes)

Clap hands to gather students at rug.

T: "Great work! Today we learned when you add 0, 1, or 2 to any number, you just have 0, 1, or 2 more than that number. What is 2 more than 6 ? Use your fingers to show me>"

S: will use fingers

T: Good! I'm going to give you some tricky ones now. What's 2 more than 26? What's 2 more than 66? Why is adding 2 to a number greater than 10 like adding 2 to a number less than 10?"

S: will share their ideas.

Assessment:
Homework, page 40 in English

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