

Grade 2	Lesson: 2-5	Reference to English
Math Standard(s): 2.OA.1 Domain: Operations and Algebraic Thinking		
Content Objective(s):		Language Objective(s):
Students will find the sum of three addends using any order. 我可以有任何顺序来加加数来找出总和。		Students will use the word addend when talking about addition problems. 当我讲关于加法问题时，我可以用“加数”这个词语。
Essential Understanding: Three or more whole numbers can be grouped and added in any order.		Academic Vocabulary for Word Wall: Listen: 任何顺序，变的比较容易 Read: Write: Speak: 先，然后 (sequencing words) Sentence Frame: 先把 ____ 加在一起。然后 ____ + ____ 是 ____。
Materials: <ul style="list-style-type: none"> Connecting cubes (Teaching tool 1) Paper bag Guided Practice Sheet 		Additional Lesson Vocabulary: 加数
Lesson: Adding Three Numbers		Instructional Time: 30 mins

Opening: (3 minutes)

- Prepare a bag of connecting cubes (three different colors) for each group of three.

T: We've been learning lots of ways to solve addition problems. So far, you have always had to add just two numbers together. Today we'll learn what to do if you have to add more than two."

"Think for a minute. Do you ever have to add more than two numbers? When? Turn and tell your partner."

S: will tell partner

T: "When I call on you, tell me what you heard your partner say." Call on a few students

S: will share what they heard their partner say

T: "Great! So now we know we have to do it sometimes. But how?"

Introduction to New Material (Direct Instruction): (5 minutes)

T: "Let's say you and two friends are counting cars that pass by. You count 6 red cars, your friend counts 5 white cars, and your other friend counts four silver cars. Let's think of some ways to find the sum of 6, 5, and 4."

Split children up into groups of three, giving each connecting cubes in a paper bag.

On the board, write $6+5+4$.

T: Take the cubes out of the bag and figure out different ways to add these numbers.

S: will work in their small groups with cubes to find different ways to represent and group the numbers.

T: "How did you do it?" Choose a few groups to explain their methods to the class. If no-one suggests making ten to add, make a single stick showing the numbers in the order 6, 5, and 4 in three different colors.

T: "Can I take the 4 at the end of the stick and move it next to the 6 on front? Think about what we learned yesterday. Thumbs up or down."

S: will use thumbs to answer, yes

Move the cubes to the front. Point to the colors showing 4 and 6

T: "How many cubes do these two colors show? Use your fingers to show me"

S: will hold up ten fingers

T: "Good! So first we add $4+6$. Then it's easy to add 10 and 5. We can move the numbers around to use whatever method we've learned, like doubles, near doubles, or plus 1, plus 2."

Guided Practice: (12 minutes)

T: "Now take apart all of your cubes, and put them back in the bag.

S: will break cube up until they are single cubes, then place them back in the bag.

T: "We're going to play a game. Listen carefully so you'll understand what to do. I'll know you're ready to listen when your cubes are put away, arms folded and I can see your face looking at me.

First, One partner will close their eyes and reach their hand into the bag and grab some cubes. Keep grabbing until you have at least one cube of each color. Then all three of you will connect the cubes that are the same color, and count how many cubes of each color you have. Write these three numbers in the boxes for addends on page 53. What should you do after you've closed your eyes and grabbed at least one cube of each color out of the bag?"

S: will respond "Put the cubes of the same color together, count them, and write the number in the boxes."

T: "Good! Once you have your addends written, you can decide as a team a strategy to use to make it easier to add. Circle the numbers you added first, and write the sum of those numbers in the box right here. Also write the addend you still have, here, then find your final answer. What numbers should you circle? Turn and tell your partner."

S: will tell partner to circle the numbers they added first.

T: "Great, and each time say "First we add _____. Then _____+_____="_____."

T: "You have 5 minutes to play. Go!"

Use the modeling cycle:

Teacher Does:

T: "Your work today will help you practice adding three numbers in different ways. When we add three numbers, we have to choose two of the three to add together first. If you look at number one, you can see they circled the two numbers they chose to write first. Can you see what adding strategy they used? Tell your partner>"

S: Will tell partner double 6

T: Yes! They knew double 6 was 12, so they first added 6 and 6. Point to the box where they wrote 12."

S: will point to the box on the right.

T: Yes. So now we just add 3 to 12 to get our answer. You can see they wrote 15. Now next to that problem, we have the same problem. We need to add the other two numbers first this time, so 6 and 3. Show me with your fingers the number that is 3 more than 6."

S: will hold up 9 fingers

Assessment:
Whiteboard assessment

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