Grade 1	Lesson: 5-7 Making 10 to Add 8	Reference to English

Math Standard(s): 1.0A.6, 1.0A.3, & 1.0A.8 **Domain: Operations and Algebraic Thinking**

Content Objective(s):	Language Objective(s):
Students will master addition facts where one addend is 8. *I can solve addition facts where one addend is 8.*	Students will say the numbers 1-18 while solving addition problems where one addend is 8. *I can say the numbers 1-18 while solving addition problems where one addend is 8.*
Essential Understanding: Addition facts involving 8 can be changed to an equivalent fact with 10.	**Academic Vocabulary:** **Listen:** addend, addition, plus, equals, number sentence, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14,15, 16, 17,18, left, right **Read:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14,15, 16, 17,18, addition **Write:** **Speak:** 1, 2, 3, 4, 5, 6, 7, 8 9, 10, 11, 12, 13, 14,15, 16, 17,18, addition, plus, equals
Materials: • **Double Ten-Frame Mat (Teaching Tool 3)** • **Number Tiles 2-9 (1 set per pair)** • **Counters (18 per pair)** • **Paper Bag (1 per pair)** • **Whiteboards and dry erase markers** • **Guided Practice page 188-189** • **Problem Solving page 190**	**Language and Word Wall:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14,15, 16, 17,18, addition, plus, equals

Lesson: Making 10 to Add 8	Instructional Time: 40 minutes

Opening: (3 minutes)

T: "You have learned how to make 10 to add 9. Today you will learn how to make 10 to add 8."

•Hold 8 pencils in one hand and 2 pencils in your other hand.

T: "I have 8 pencils in my right hand."

•Hold up 8 pencils.

T: "I have 2 pencils in my left hand."

•Hold up 2 pencils.

T: "How many pencils do I have altogether?"

S: will say "10."

T: "Now I am going to add 3 more pencils to the 2 pencils in my left hand. So, how many pencils am I now holding in my left hand?"

S: will say "5."

T: "Now I have 8 pencils in my right hand and 5 pencils in my left hand. How many pencils do I have altogether?"

S: will say "10."

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

•Draw two ten-frames board on the whiteboard. One ten-frame board on top of the other ten-frame board.

T: "I had 8 pencils in my right hand and 5 pencils in my left hand. How can I use a double ten-frame to find the sum of 8 + 5?"

•Let the students discuss possible solutions.

•Draw 8 counters in the first ten-frames and 5 counters in the second ten-frame on the whiteboard.

T: "Look at the ten-frames on the whiteboard. What's different about them?

S: will say "one has 8 counters and then other has 5 counters."

T: "How many counters are in the first ten-frame?"

S: will say "8."

T: "How many counters are in my second ten-frame?"

S: will say "5."

T: "What addition sentence does this show?"

S: will say "8 + 5."

T: "What does 8 + 5 equal?"

S: will say "13."

T: "I am going to record that number sentence on the whiteboard. 8 plus 5 equals 13."

•The teacher will write 8 + 5 = 13 on the whiteboard.

T: "How many counters would I need to add to the first ten-frame to make 10?"

Property of USOE

S: will say "2."
•Draw 2 more counters in the ten-frame and erase 2 counters in the second ten-frame.
T: "If I move 2 from the second ten-frame up to the first frame, how many counters are left below?"
S: will say "3."
T: "What addition sentence does this show?"
S: will say "10 + 3."
T: "What does 10 + 3 equal?"
S: will say "13."
T: "I am going to record that number sentence on the whiteboard. 10 plus 3 equals 13."
•The teacher will write 10 + 3 = 13 on the whiteboard.
T: "Did the number total number of counters change?"
S: will say "no."
T: "Which is easier to add, 8 + 5 or 10 + 3? Why?"
S: will say "10 + 3 is easier because I can just add the ones to 10."

Guided Practice: (15 minutes)

Use the modeling cycle:
Teacher Does:
•Write the following on the whiteboard: 8 + ____ = ____.
T: "We are going to write our own addition problems. We are going to use the addition problem 8 + ____ for this activity. We are going to pull number tiles out of a bag to find our second addend. Then we will use counters in the two ten-frames to solve the problem."
•Erase the board and draw two new ten-frames on the whiteboard.
T: "My first addend is 8. So, I am going to draw 8 counters in the first ten-frame."
•The teacher will draw 8 counters in the first ten-frame on the board.
T: "Now I am going to draw a number tile from the bag to decide on a second number to add to 8. I drew a ____. So, I am going to place ____ counters in the second ten-frame."
•Draw a number tile from the bag.
•Draw the correct number of counters in the second ten-frame.
T: "I have ____ counters on the second ten-frame. How can we write this as an addition problem?"
S: will say "8 + ____."
•Write this addition problem on the whiteboard.
T: "The number sentence is 8 + ____. What is the first addend in this addition problem?
S: will say "8."
T: "What is the second addend in this addition problem?"
S: will say "____."
T: "What is the sum of 8 + ____?"
S: will say "____."
•Write the sum to the addition problem.
T: "I have two empty spot on my first ten-frame board. So, I am going to move 2 of these counters from the second ten-frame up to fill the first ten-frame. Now I have 10 and ____."
•Move 2 counters from the ____ to the 8.
T: "Why is it helpful to make 10 in the first ten-frame?"
S: will say "because I know how to add with 10. It makes adding easier."
T: "What addition problem do we get when we move the 2 counters?"
S: will say "10 + ____."
•Write this addition problem on the whiteboard.
T: "What is the sum of 10 + ____?"
S: will say "____."
•Write the sum to the addition problem.
T: "How are 10 + ____ like 8 + ____?
S: will say "they have the same sum."
T: "How do you know the two sums are the same number?"
S: will say "because I can count the counters in both addition sentences and the number of counters does not change."

Students Do with Teacher:
T: "I need a student to help me."

•Pick a student to come up and demonstrate the activity with the teacher.
T: "For this activity we are going to write another addition problem. We are going to use the addition problem 8 + ____ for this activity. First, I am going to draw a number tile from the bag to decide the second addend. Then I am going to write the number sentence that goes with the addition problem. Then you will move counters from the second ten-frame up to make 10. Finally, you will write the new addition problem."
•Erase the board and draw two new ten-frame on the whiteboard.
T: "My first addend is 8. So, I am going to draw 8 counters in a ten-frame."
•The teacher will draw 8 counters in first ten-frame on the board.
T: "Now I am going to draw a number tile from the bag to decide the second addend. I drew a ____. So, I am going to add ____ counters to the second ten-frame."
•Pick a number tile from the bag.
•Draw the correct number of counters in the second ten-frame.
T: "I have ____ counters on my second ten-frame board. How can I write this as an addition problem?"
S: will say "8 + ____."
•Write this addition problem on the whiteboard.
T: "The number sentence is 8 + ____. What is the first addend in this addition problem?
S: will say "8."
T: "What is the second addend in this addition problem?"
S: will say "____."
T: "What is the sum of 8 + ____?"
S: will say "____."
•Write the sum to the addition problem.
T: "Now it is your turn to move counters into the ten-frame to make ten."
S: will say "I have two empty spots on my ten-frame board. So, I am going to move 2 of these counters up to the fill the empty spot on the ten-frame. Now I have 10 and ____."
•The student will move 2 counters from the ____ to the 8.
T: "What addition problem do we get when we move the 2 counters?"
S: will say "10 + ____."
T: "Please write this addition problem on the whiteboard."
•The student volunteer will write this addition problem on the whiteboard.
T: "What is the sum of 10 + ____?"
S: will say "____."
•Write the sum to the addition problem.
T: "Do these two addition problems have the same sum?"
S: will say "yes."
T: "Great job! Thanks for helping me."

2 Students Do:
T: "I need 2 students to help me. Raise your hand if you want to help me with this activity."
•Teacher will choose 2 students.
T: "You two are going to demonstrate this activity for us today. You two are still going to use the addition problem 8 + ____ for this activity. Student #1 will draw a number tile from the bag to decide on the second addend. Then student #1 will write the number sentence that goes with the addition problem. Student #2 will move counters into the first ten-frame to make ten. Finally, student #2 will write the new addition problem."
• Student #1 will draw a number tile from the bag to decide on the second addend.
•Student #1 will write the number sentence that goes with the addition problem.
•Student #2 will move counters into the first ten-frame to make ten.
•Student #2 will write the new addition problem.
T: "Thank you for helping. You two may go back to your seats. Now you all know how to do the activity. I am going to separate you into groups of two. When I say your name I want you to come up and get a double ten-frame mat, 18 counters, 1 set of number tiles and a paper bag to each pair. Then I want you to find a place to sit with your partner. You will have 5 minutes to do this activity with your partner. Make sure you are switching roles, so that you each have an opportunity to roll the number cube. When I clap my hands I want your attention on me."
•Teacher will walk around the classroom as the students do the activity and make sure they are on task.
T: (Clap to get their attention.) "You have 10 seconds to put your supplies away and sit at the carpet. 10,9,8,7,6,5,4,3,2,1. Good, you all made it."

Independent Practice: (12 minutes)

T: "Now it is your turn to do it on your own. Each of you will be given this worksheet. Let's do the first problem together."
•Pass out guided practice page 188-189**.**
T: "The first addend is 8, so there are 8 yellow counters on problem #1. The second addend is 6, so we are going to draw 6 counters. First we need to fill up the ten-frame, and then we will draw the remaining counters in the second ten-frame. Let's draw 6 counters."
•The students will draw 6 counters. They will draw 2 counters to fill-up the first ten-frame and 4 in the second ten-frame.
T: "My new addition problem is 10 + 4. What is the sum of 10 + 4?"
S: will say "14."
T: "Please write the sum on your paper."
•The students will write the sum.
T: "If 10 + 4 equals 14, then what does 8 + 6 equal?"
S: will say "14."
T: "Please write the sum on your paper."
•The students will write the sum.
T: "Do these two addition problems have the same sum?"
S: will say "yes."
T: "Now it is your turn to do problems #2, 3, 4, 5, and 6. You will have 4 minutes, when I clap my hands come back to the carpet."
•Students will get to work finishing pages 188-189. While the students are working independently the teacher will walk around the room asking students to answer questions and check for any misconceptions.
•Teacher claps hands and students return to the carpet. Do problems 7, 8, and 9 on the problem solving page together.

Closing: (3 minutes)
•Collect the papers and bring the class together on the floor.
T: "Let's look at question #6 on page 189. The first addend is 8, so there are 8 yellow counters. The second addend is 9, so there are 9 red counters. How many of the 9 red counters did it take to fill up the first ten-frame?
S: will say "2."
T: "There are 2 red counters in the first ten-frame. How many red counters are in the second ten-frame?"
S: will say "7."
T: "So, the new addition problem is 10 + 7. What is the sum of 10 + 7?"
S: will say "17."
T: "Please write the sum on your paper."
•The students will write the sum.
T: "If 10 + 7 equals 17, then what does 8 + 9 equal?"
S: will say "17."
T: "Please write the sum on your paper."
•The students will write the sum.
T: "Do these two addition problems have the same sum?"
S: will say "yes."
T: "Great job today!"

Assessment:
Guided Practice