


Grade 1	Lesson: 1-1 Spatial Patterns for Numbers 1-10	Reference to English
Standard(s): 1.OA.1 Domain: Operations and Algebraic Thinking		
Content Objective(s):		Language Objective(s):
Students will add parts to make a sum, record it on the worksheet with a partner. <i>I can add dots and record the answer on the worksheet with a partner.</i>		Students will say the numbers while adding parts to make a sum with a partner. <i>I can say the numbers 1-10 when adding dots with partner.</i>
Essential Understanding: The number of objects in some patterned arrangements can be recognized without counting.		Academic Vocabulary for Word Wall: Listen: 1,2,3,4,5,6,7,8,9,10 Read: 1,2,3,4,5,6,7,8,9,10 Write: Speak: 1,2,3,4,5,6,7,8,9,10
Materials: <ul style="list-style-type: none"> two-part pattern cards (teaching tool 8) counters (teaching tool 14) large dice copies of guided practice, independent practice and problem solving 		Additional Lesson Vocabulary: 1,2,3,4,5,6,7,8,9,10, red, yellow, dice, left, right, card, counters, dot, count, pattern Sentence Frames: (these are meant to be heard and not spoken in this lesson) How many dots do you see? There are ____ dots. Let's count.
Lesson: Spatial Patterns for Numbers 1-10		Instructional Time: 40 minutes
Opening: (10 minutes) – pass out 6 counters to each student <ul style="list-style-type: none"> Show students a dice. T: “Count the dots on the dice with me.” S: will orally count the dots with the teacher. (Do this 4 times with different sides of the dice.) <ul style="list-style-type: none"> Show the students the dice. T: “Arrange your counters to match the pattern on the dice.” <ul style="list-style-type: none"> Students will arrange their counters as the teacher walks around to check that all the students are arranging them correctly. (Do this 4 times with different sides of the dice.) Show students the dice. T: “How many dots do you see?” (Have students use their hands and orally say the number of dots as fast as they can.)		
Introduction to New Material (Direct Instruction): (7 minutes) <ul style="list-style-type: none"> Hold up the 5 and 1 two-part pattern card. T: “Look at this card, make the same pattern with your counters.” <ul style="list-style-type: none"> Walk around and check that the students are arranging their counters correctly. T: “How many dots are on the left side of the card?” S: will orally count the dots on the left side with the teacher. “1, 2, 3, 4.” T: “How many dots are on the right side of the card?” S: will orally count the dots on the right side with the teacher. “1.” T: “How many are there if you put the two sides together?” S: will orally count the dots on the left and right side of the card with the teacher. “1,2,3,4,5.” T: “Here is another way to show 5.”  “Make 5 with your counters that match this.”		
Guided Practice: (10 minutes) T: “You will work with a partner to tell/count how many.” <u>Use the modeling cycle:</u> Teacher Does: <ul style="list-style-type: none"> T: “Let’s do number 1 together.” “This side has red dots, count with me 1,2,3,4,5.” “The other side has, count with me 1,2,3,4.” “5 and 4, how many dots are there?” “5, 6,7,8,9, there are 9 dots.” 2 Students Do with Teacher: <ul style="list-style-type: none"> T: “I need two helpers. Let’s do number 2. Student #1, please count the left dots.” S: “1,2,3,4,5.” T: “Student #2, please count the right dots.” S: “1.” 		

T: "We have 5 dots and 1 dot, how many dots are there?" (Let the students answer)

T: "Start from 5 and count on. 5, 6. 6 dots."

2 Students Do:

T: "I need two helpers. Please do number 3. Student #1, please count the left side, student #2 please count the right side, then tell me how many dots there are."

S: "1,2,3,4,5." "1,2,3." "8."

T: "In partners finish problems 4, 5, 6."

- Teacher will walk around the room checking in with the partnerships, make sure both people are counting and checking the answers. Give the students 3 minutes to finish the problems. Bring the students back together and review each problem.

Independent Practice: (6 minutes)

T: "Go to your desk and finish problems 7, 8, 9, 10." You will have 5 minutes, when I clap my hands come back to the carpet."

- Students will go to their desks and get to work. As they are working independently the teacher will walk around the room asking students to demonstrate counting on.
- Teacher claps hands, students return to the carpet, and do #11 together.

Closing: (4 minutes)

T: "Let's start with 5 dots." (Teacher draws 5 dots on the board.) "We want to make 7, so let's count on from 5." "5, 6, 7, draw a dot for each number after 5 until we reach 7."

Assessment:

Problems 7-10

Homework problems 12-14 (sent home in the English class because it is to be done with parents)