

|   |   |                                       |
|---|---|---------------------------------------|
| Grade 1   | Lesson:<br>1-2 Addition<br>Making 6 - 7   | Reference to English                  |
| <b>Standard(s): 1.OA.1</b> Domain: Operations and Algebraic Thinking  |   |                                       |
| <b>Content Objective(s):</b>  | <b>Language Objective(s):</b>   |                                       |
| Students will recognize parts of a number as a strategy for addition while playing the penny game with a partner.<br><i>I can recognize parts of a number while playing a penny game with my friend.</i>  | Students will say inside and outside during the penny activity with their partner.<br><i>I can say inside and outside during the activity with my friend.</i>                   |                                       |
| <b>Essential Understanding:</b><br>Numbers 6, 7, 8, and 9 can be broken into parts of the whole in different ways.  | <b>Academic Vocabulary for Word Wall:</b><br><b>Listen:</b> in all, inside, outside<br><b>Read:</b><br><b>Write:</b><br><b>Speak:</b> inside, outside<br><b>Sentence Frame:</b> |                                       |
| <b>Materials:</b> <ul style="list-style-type: none"><li>Counters (teaching tool 14) (student use)</li><li>Counters (magnetic for the board or taped)</li><li>Paper plates</li><li>Box of 12 Crayons</li><li>Guided Practice Page</li></ul>  | <b>Additional Lesson Vocabulary:</b><br>1,2,3,4,5,6,7,8,9, cave, crab, penny, plate, crayon, yellow, brown  |                                       |
| <b>Lesson: Making 6-7</b>   |   | <b>Instructional Time: 30 minutes</b> |
| <p><b>Opening: (4 minutes)</b></p> <ul style="list-style-type: none"> <li>Have a box of 12 crayons prepared.</li> </ul> <p><b>T: "I want to draw a picture of a house. This house will be yellow and brown. So, I need 2 crayons. I better take them out of my box of 12 crayons."</b></p> <ul style="list-style-type: none"> <li>Take out the two crayons.</li> </ul> <p><b>T: "Now that I have taken out 2 crayons, how many crayons do I have left in the box? Think about it, when I count to 3, tell your neighbor."</b></p> <p><i>S: will turn to their neighbor and tell them how many crayons are left in the box.</i></p> <p><b>T: "1, 2, 3 eyes on me. To draw my picture I had to take 2 crayons out of the box. I started with 12 crayons inside the box and took 2 crayons outside of the box. How many are left inside the box? 12 take away 2 is?"</b></p> <ul style="list-style-type: none"> <li>As the teacher talks, write the equation on the board. <math>12-2=</math> ____</li> </ul> <p><b>T: "Let's count the rest of the crayons that are still inside the box. Help me count, 1,2,3,4,5,6,7,8,10. When I count to 3 tell me how many crayons are inside the box, 1,2,3..."</b></p> <p><i>S: will respond, "10"</i></p> <p><b>T: Yes, 10 crayons inside the box. How many crayons are outside the box? 1,2,3 tell your neighbor."</b></p> <p><i>S: will tell their neighbor the number of crayons outside the box.</i></p> <p><b>T: "Yes! There are 2 crayons outside the box. 10 crayons inside the box. 2 crayons outside the box."</b></p> <p><b>Introduction to New Material (Direct Instruction): (4 minutes)</b></p> <ul style="list-style-type: none"> <li>Draw a circle on the board.</li> </ul> <p><b>T: "Here is a circle, this is the inside (point at the inside of the circle), and this is the outside."</b></p> <ul style="list-style-type: none"> <li>Write inside on the inside of the circle and outside on the outside of the circle.</li> </ul> <p><b>T: "Look at this plate. It is also a circle. Student #1 will you point at the inside of the plate?"</b></p> <p><i>S: one student will point at the inside of the plate.</i></p> <p><b>T: "Good, this is the inside of the plate. Everyone, point at the outside of the plate!"</b></p> <p><i>S: will point any where except inside the circle.</i></p> <p><b>T: "Fantastic, now I need everyone to stand up and get in a circle. You have 5 seconds, 5,4,3,2,1. Great, please sit down."</b></p> <p><i>S: will stand up and get into a circle and then sit down.</i></p> <ul style="list-style-type: none"> <li>The teacher will need to get into the circle with the students.</li> </ul> <p><b>T: "I am going to put the plate down in front of me so everyone can see it. Next, I am going to drop pennies on to the plate. You need to pay attention so you can tell me how many pennies are inside the plate and how many are outside the plate. I am going to start with 5 pennies."</b></p> <ul style="list-style-type: none"> <li>The teacher will drop the pennies one at a time on to the plate (about 1-2 feet above the plate).</li> </ul> <p><b>T: "Here is penny #1, .... I dropped it. Is it inside the plate or outside the plate? Tell your neighbor."</b></p> <p><i>S: will turn to there neighbor and say inside or outside.</i></p> |   |                                       |

**T: "You are right, penny #1 was (inside/outside) the plate. Time for penny #2, I dropped it. Is it inside the plate or outside the plate? Everyone say it at once, 1,2,3 ...)**

*S: will say together, "inside/outside"*

**T: "Very good!"**

- Repeat this with all 5 of the pennies.

**T: "How many pennies landed inside the plate?"**

*S: will respond with the number of pennies inside the plate.*

**T: "You are right, \_\_\_\_ landed inside the plate. How many landed outside the plate?"**

- Write the number of pennies that landed inside the plate on the board under the word INSIDE.

*S: will respond with the number of pennies outside the plate.*

**T: "You are right again. \_\_\_\_ landed outside the plate."**

- Write the number of pennies that landed outside the plate on the board under the word OUTSIDE.

### **Guided Practice: (4 minutes)**

Use the modeling cycle:

Teacher Does:

- The teacher already demonstrated the activity to the students.
- Have inside and outside written on the board so the students can record what happened during their partner activity.

**T: "Now I am going to let you work with a partner to do the same activity."**

1. Each of you will be given 5 pennies.
2. You will drop the pennies one at a time.
3. At the end I want you to come up to the board and write the number of pennies that landed inside the plate and the number of pennies that landed outside the plate.
4. When you have done all of that please put your plate here and your pennies in this cup.

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: "We are going to do this activity together. I will drop the 1<sup>st</sup> penny. Did it land inside the plate or outside the plate?"**

*S: will say "inside or outside."*

**T: "Your turn."**

*S: will drop penny #2.*

**T: "Did penny #2 land inside the plate or outside the plate?"**

*S: will say "inside or outside"*

**T: "Great, thank you for your help. Go back to your seat. We only dropped 2 pennies but you will drop how many?"**

*S: will respond "5"*

2 Students Do:

**T: "I need 2 students to come up and help me. Raise your hand if you want to help me."**

- Teacher will choose 2 students.

**T: "Please collect your plate and 5 pennies and show us how to do this activity."**

*S: will collect their plate and 5 pennies. Sit down on the group and begin dropping their pennies.*

- Remind the students to say "inside" or "outside" as they drop pennies.
- Remind the students to write how many pennies landed inside and how many landed outside the plate.

**T: "Looks like you know what to do. I am going to separate you into pairs. When I say our name, come get 1 plate and 5 pennies and then you may begin."**

- As the teacher calls on the students they will come up and get their plate and pennies.
- Teacher will walk around the classroom as the students do the activity to make sure they are on task and that they are saying "inside" or "outside".
- As students finish the activity, get their attention.

**T: (clap to get their attention) "You have 10 seconds to write on the board, put your things away and sit back on the floor."**

**10,9,8,7,6,5,4,3,2,1. Good, you all made it."**

### **Independent Practice: (11 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."**

**T: "Look at this picture. How many crabs do you see inside the cave? Count together."**

*S: will count with the teacher. "1,2,3"*

**T: "Correct, there are 3 crabs inside the cave. We will write 3. How many crabs are outside the cave? Count together."**

*S: will count with the teacher 1,2,3.*

**T: "Tell your neighbor how many crabs are outside the cave."**

S: *will tell their neighbor the number of crabs outside the cave.*

T: **“There are 3 crabs outside the cave. We will write it. 3 inside and 3 outside. Tell you neighbor how many crabs we have in all.”**

S: *will turn to their neighbor and say “6”*

T: **“Everyone say it together, how many crabs are there in all?”**

S: *will say “6”*

T: **“Let’s count them together to make sure. 1,2,3,4,5,6. You are right, there are 6 crabs in all.”**

T: **“Now I am going to give you each a paper. Please do problems 2 and 3 at your desk. You have 4 minutes.”**

- Teacher will pass out the papers and students will begin the Guided Practice.
- Teacher will walk around the classroom to help the students who need help.

T: (clap hands to get the students attention) **“Please leave your papers at your desk and let’s do questions 2 and 3 together.”**

- Go through questions 2 and 3 the same way you went through question 1.

T: **“Your turn again. Go back to your desk, and do questions 4-7. We will go over question 7 at the end. You will have 5 minutes. Get started.**

S: *will go back to their desk and get started on Independent Practice.*

**Closing: (4 minutes)**

- Collect the papers and bring the class back together on the floor.

T: **“Great Job today! Let’s look at questions 7. How many crabs are in the cave.”**

S: *will respond, “5”*

T: **“You are right, there are 5 crabs in the cave. 1,2,3,4,5. How many crabs are there in all? Look at question. It says 5 inside, blank for outside and how many in all?”**

S: *will respond, “6”*

T: **“So how many do we need to draw outside the cave to make 6 in all? Think about it, tell your neighbor.”**

S: *will turn to their neighbor and tell them how many crabs need to be drawn.*

T: **“There are 5 crabs inside the cave, 1,2,3,4,5... if I draw one more we will have 6! 1 crab outside the cave.”**

**Assessment:**

2-1 Independent Practice