

Grade 1	Lesson: 1-3 Making 8	Reference to English
Standard(s): 1.OA.1		Domain: Operation and Algebraic Thinking
Content Objective(s):		Language Objective(s):
Students will solve addition problems by recognizing and recording its parts in small groups. <i>I can solve addition problems by recognizing and recording its parts with a small group.</i>		Students will speak the words inside, outside and in all while adding parts. <i>I can speak the words inside, outside and in all while adding parts.</i>
Essential Understanding: Numbers 6, 7, 8 and 9 can be broken into parts of the whole in different ways.		Academic Vocabulary for Word Wall: Listen: part, whole, double Read: Write: Speak:
Materials: • Color tiles • 5 pennies for each group of 5		Additional Lesson Vocabulary: Balloon, left, fingers, green, blue, see Sentence Frame:
Lesson: Making 6-7		Instructional Time: 35 minutes
<p>Opening: (4 minutes)</p> <ul style="list-style-type: none"> As the teacher asks the students to participate in the activity, the teacher needs to demonstrate and write the equations on the board. <p>T: "Hold up your left hand." S: <i>will hold up their left hand.</i></p> <p>T: "Look at your hand and then tell your neighbor how many fingers are on your hand." S: <i>will turn to their neighbor and say "5"</i></p> <p>T: "Let's count together, 1,2,3,4,5. There are 5 fingers on my hand." T: "Please put one finger down, like this." S: <i>will put one finger down.</i></p> <p>T: "Everyone together tell me how many fingers are up?" S: <i>will say "4"</i></p> <p>T: "How many fingers are down?" S: <i>will say "1"</i></p> <p>T: "How many fingers do you have altogether on your left hand?" S: <i>will say "5".</i></p> <ul style="list-style-type: none"> Teacher will write that equation on the board $1 + 4 = 5$. <p>T: "Good, let's do it again. Put 3 fingers down." S: <i>will put 3 fingers down.</i></p> <p>T: "How many fingers are still up? How many fingers are down?" S: <i>will respond.</i></p> <p>T: "And, how many fingers do you have all together on your left hand?" S: <i>will say "5"</i></p> <ul style="list-style-type: none"> Write $3 + 2 = 5$ on the board. Continue 2 more times. <p>T: "Look at the equations, $1+4=5$, $3+2=5$, $2+3=5$, $5+0=5$. The answer is always 5. You always have 5 fingers on your hand. Sometimes they are up and sometimes they are down, but you always have 5!"</p> <p>Introduction to New Material (Direct Instruction): (8 minutes)</p> <ul style="list-style-type: none"> Before the lesson draw 8 balloons on the board with a black marker. Do not color them in. <p>T: "How many balloons do you see on the board? Let's count together." S: <i>will count with the teacher 1,2,3,4,5,6,7,8.</i></p> <p>T: "8 balloons. The balloons are either blue or green. How many balloons do you think are blue? Do you think 2 balloons are blue? Or 3 balloons? Tell your neighbor how many balloons are blue." S: <i>will turn to their neighbor and say a number.</i></p> <p>T: "Raise your hand if you want to tell me how many balloons are blue." S: <i>will raise their hands and tell the teacher a number.</i></p> <ul style="list-style-type: none"> Teacher will color in the number of balloons that the student says. For example if the student says "5", then the teacher will color 5 balloons blue. <p>T: "We have 5 blue balloons, how many balloons are green? Show me with your fingers." S: <i>will hold up their hands and show 3 fingers to represent 3 balloons.</i></p>		

T: "Right, when we have 5 blue balloons, we also have 3 green balloons. How many balloons do we have all together? Count together."

S: will count with the teacher, 1,2,3,4,5,6,7,8.

T: "There are 8 balloons as a whole, but 5 blue ones – one part and 3 green balloons – one part."

- Teacher will erase the inside of the balloons.

T: "Let's do it again. How many blue balloons do we want? Raise your hand."

S: will raise their hands and tell the teacher a number.

- Do this activity 3 more times and put emphasis on parts and whole.

Guided Practice: (8 minutes)

- Separate the students into groups of 5.
- Give each group 5 pennies.

Use the modeling cycle:

Teacher Does:

- Explain the activity and have all supplies prepared.

T: "I am going to separate you in to groups of 5. You will need to sit in a circle. Each person will have the opportunity to drop all five pennies on the floor. You will need to write down how many pennies landed showing heads and how many landed showing tails. Each person in the group will be given a turn to drop the pennies. Each person will be given a record keeping sheet, you will need to record the information for each member of the group."

Students Do with Teacher:

T: "I need a student to come up and help me."

- The teacher will choose one student and they will come up and help demonstrate the activity.

T: "We have 5 pennies to drop. I will go first. I want you to record if the pennies land heads or tails up."

S: will record how the penny lands.

T: "Now it is your turn. Drop the pennies."

2 Students Do:

T: "I need 2 students to come up and help me."

- The teacher will choose 2 students and they will come up and help demonstrate the activity.

T: "You two are a group. Your group has 5 pennies. I need you to take turns dropping the pennies and recording the information."

S: will demonstrate the activity.

- Teacher will help the students as needed.

All Students Do:

T: "Now it is your turn. I will separate you into groups of 5. Here are the groups... Then I will pass out the record keeping sheets and pennies...You may begin."

S: will begin the activity.

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 blue balloons do you see? Count together."

S: will count with the teacher. "1,2,3,4,5,6,7"

T: "Correct, there are 7 blue balloons. We will write 7. How many green balloons do you see? Count together."

S: will count with the teacher 1.

T: "Tell your neighbor how many green balloons you see."

S: will tell their neighbor the number green balloons they see.

T: "There is 1 green balloon. We will write it. 7 blue balloons and 1 green balloon. Tell you neighbor how many balloons we have in all."

S: will turn to their neighbor and say "8"

T: "Everyone say it together, how many balloons are there in all?"

S: will say "8"

T: "Let's count them together to make sure. 1,2,3,4,5,6,7,8. You are right, there are 8 balloons in all."

T: "Now I am going to give you each a paper. Please do problems 2, 3, and 4 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 5-8. We will go over question 9 and 10 together 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 9. I am going to read the question to you and I need you to help me draw it. The whole is 8, who can help me draw 8 balloons on the board?"**

- Choose a student to come up and draw 8 balloons (remind them to draw quickly).

S: will draw 8 balloons.

T: **"One part is 4. Will you come up and color 4 of the balloons blue?"**

S: will come up and color 4 balloons blue.

T: **"The other part is _____? How many balloons are still white? Turn to your neighbor and tell them how many balloons are white."**

S: will turn to their neighbor and tell them "4".

T: **"Good, one part is 4, the other part is 4 and the whole is 8. #10, the whole is 8. When I count to 3, tell me how many balloons do we draw, 1,2,3."**

S: students will say "8"

T: **"Right, we need to draw 8 balloons, count with me as I draw them. 1,2,3,4,5,6,7,8."**

S: will count with the teacher "1,2,3,4,5,6,7,8."

T: **"One part is 3. Show me with your fingers how many balloons we need to color."**

S: will raise their hands and show 3 fingers.

T: **"Yes, we need to color 1,2,3 balloons. Who wants to color them? Raise your hand."**

S: one student will color in the balloons.

T: **"The other part is _____? How many balloons are still white? Tell your neighbor."**

S: will turn to their neighbor and say the number of white balloons.

T: **"Count with me, 1,2,3,4,5. 5 balloons. The whole is 8, one part is 3 and one part is 5."**

Assessment:

1-3 Independent Practice