

<b>Grade 1</b>	<b>Lesson: 1-4 Making 9</b>	Reference to English
<b>Standard(s): 1.OA.1 Domain: Operations and Algebraic Thinking</b>		
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
Students will write the numbers for the amount of dots I see and show their partner. <i>I can write the numbers for the amount of dots I see and show my partner.</i>		Students will say numbers 1-9 when counting dots to their partner. <i>I can say numbers 1-9 when counting dots to my partner.</i>
<b>Essential Understanding:</b> Numbers 6, 7, 8, 9, can be broken into parts of the whole in different ways.		<b>Academic Vocabulary for Word Wall:</b> <b>Listen:</b> <b>Read:</b> <b>Write:</b> <b>Speak:</b> 1,2,3,4,5,6,7,8,9 <b>Sentence Frame:</b> _____ is the whole.
<b>Materials:</b> • Counters – 2 sided counters (each side a different color) (or Teaching Tools 14) • Counters – (1 bag of 9 counters for each student)		<b>Additional Lesson Vocabulary:</b> 1,2,3,4,5,6,7,8,9 whole, part
<b>Lesson: Making 9</b>		<b>Instructional Time: 32 minutes</b>
<p><b>Opening: (4 minutes)</b></p> <p><b>T: “You have learned how to find parts for 6,7 and 8. Today you will learn how to find parts for 9.”</b></p> <p><b>T: “I need 6 counters.”</b></p> <ul style="list-style-type: none"> <li>Show the counters on the board and move them around throughout the activity. Make sure they are big enough for all students to see.</li> <li>Write the number 6 on the board.</li> </ul> <p><b>T: “They can be red or yellow. Show me with your fingers how many should be red.”</b></p> <ul style="list-style-type: none"> <li>Teacher will demonstrate with her fingers how to show a number.</li> </ul> <p><i>S: will show the number of counters they want to be red with their fingers.</i></p> <p><b>T: “I see that most students have 2 fingers up. Perfect, here are two red counters. How many yellow counters do I need to make 6? Show me with your fingers.”</b></p> <p><i>S: will show with their fingers the number of yellow counters needed to make six.</i></p> <p><b>T: “Good, we need 4 yellow counters to make 6. Tell your neighbor ‘4’.”</b></p> <p><i>S: will turn to their neighbor and tell them “4”.</i></p> <p><b>T: “We need to check to make sure we have 6 counters. Count with me 1,2,3,4,5,6.”</b></p> <p><i>S: students will count with the teacher, “1,2,3,4,5,6”</i></p> <p><b>T: “Let’s do it again, but this time I want to make the number 8.”</b></p> <ul style="list-style-type: none"> <li>Write the number 8 on the board.</li> </ul> <p><b>T: “Once again, they can be red or yellow. Show me with your fingers how many should be red.”</b></p> <p><i>S: will show the number of counters they want to be red with their fingers.</i></p> <p><b>T: “I see that most students have 5 fingers up. Perfect, here are 5 red counters. How many yellow counters do we need to make 8? Show me with your fingers.”</b></p> <p><i>S: will show with their fingers the number of yellow counters needed to make 8.</i></p> <p><b>T: “You are right! We need 3 yellow counters to make 8. Tell your neighbor 3.”</b></p> <p><i>S: will turn to their neighbor and say, “3”</i></p> <p><b>T: “Awesome, let’s check before we move on. Count with me, 1,2,3,4,5,6,7,8.</b></p> <p><i>S: will count with the teacher, “1,2,3,4,5,6,7,8</i></p> <p><b>T: “Time for something new!”</b></p> <p><b>Introduction to New Material (Direct Instruction): (3 minutes)</b></p> <p><b>T: “Now let’s try it one more time with the number 9. Show me with your fingers how many red counters there should be.”</b></p> <p><i>S: will show with their fingers how many red counters there should be.</i></p> <p><b>T: “It looks like most of you like the number 4. Perfect, let’s put 4 red counters up on the board.”</b></p> <ul style="list-style-type: none"> <li>Put 4 red counters on the board.</li> </ul> <p><b>T: “How many yellow counters do we need to make the number 9? Show me with your fingers.”</b></p> <p><i>S: will show with their fingers how many yellow counters are needed to make 9.</i></p> <p><b>T: “Good, we need 5 yellow counters.”</b></p> <ul style="list-style-type: none"> <li>Put 5 yellow counters on the board.</li> </ul>		

**T: "We have 4 red counters and 5 yellow counters. Count with me to make sure we made 9."**

*S: will count the counters with the teacher, "1,2,3,4,5,6,7,8,9"*

**T: "Yay we were right, we made 9 counters."**

### **Guided Practice: (10 minutes)**

*Use the modeling cycle:*

Teacher Does:

**T: "Now you get to do the same activity with a partner."**

- **1<sup>st</sup> you will each be given a bag of counters.**
- **2<sup>nd</sup> you will count the number of counters in your bag to your partner (don't forget to take turns counting).**
- **3<sup>rd</sup> you will write down the number of counters on your paper.**
- **4<sup>th</sup> you will look at the board. There is a list of numbers on the board, they are the same as the list of numbers on your paper. These numbers will represent the red counters. You will have to figure out how many yellow counters you need to make the number 9. And write that number down on your paper.**
- **5<sup>th</sup>/last when I clap you will put the counters back in the bags, put them on the counter and return to the carpet."**

1 Students Does with Teacher:

**T: "I need a helper to come up and show me how to do the activity."**

- Teacher will choose a student and help them as needed.

*S: will get a bag of counters, count them aloud, write down the number of counters and then start with the 1<sup>st</sup> number on their paper.*

**T: "Good job. Did you all see how they got their bag of counters, counted them, wrote down the number and then got started with the first number on their paper? Thank you for doing such a good job."**

2 Students Do:

**T: "Now I need two students to come up and demonstrate the activity."**

- Teacher will choose two students to come up and demonstrate activity. Help the students as needed.

*S: two students will come up and demonstrate the activity.*

**T: "Nicely done! Is every one ready to begin the activity...I think so! When I call your name I will put you with your partner and I will give you a bag of counters. Once you have the bag of counters you may begin the activity."**

All Students Do:

- Teacher will call out the names and hand out the bags of counters. Teacher needs to walk around the room as the students do the activity to make sure the students are staying on task.

*S: will do the activity.*

- After about 5 minutes clap hands, have the students clean up and bring them back together.

### **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 red dots do you see? Count together."**

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

**T: "Correct, there are 7 red dots. We will write 7. How many yellow dots do you see? Count together."**

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

**T: "Tell your neighbor how many yellow dots you see."**

*S: will tell their neighbor the number yellow dots they see.*

**T: "There are 2 yellow dots. We will write it. 7 red dots and 1, 2 yellow dots. Tell you neighbor how many dots we have in all."**

*S: will turn to their neighbor and say "9"*

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

*S: will say "9"*

**T: "Let's count them together to make sure. 1,2,3,4,5,6,7,8,9. You are right, there are 9 dots 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. If students are finishing faster than 4 minutes, cut it short and bring them back together when most of the students are finished.

**T: (clap hands to get the students attention) "Please leave your papers at your desk and let's do questions 2, 3 and 4 together."**

- Go through questions 2, 3 and 4 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 – 12 together at the end. You will have 3 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.
- Pass out the white boards, erasers and markers.

**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. There are 9 hats in all, draw 9 hats on your board. I want one student to come up and draw 9 hats on my board."**

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

S: *will draw 9 hats.*

**T: "3 of them are red. Color 3 hats red. Will you come up and color 3 of the hats red?"**

S: *will color 3 hats red.*

**T: "Great! How many hats are yellow? Show me with your fingers."**

S: *will hold up 6 fingers.*

**T: "I will color 6 of the hats yellow, you do the same on your board. Good job, let's do number 10."**

- Go through the other problems with the students and draw pictures as you go so they have a visual reference to the language used.

**Assessment:**

**Guided Practice**