

Grade 1	Lesson: 1-5 Addition Expressions and Number Sentences	Reference to English
Math Standard(s): 1.OA.1 Domain: Operations and Algebraic Thinking		
Content Objective(s):		Language Objective(s):
Students will write addition expressions and number sentences to find the whole given two parts. <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: Parts of a whole is one interpretation of addition. Addition number sentences can be used to show parts of a whole.		Academic Vocabulary for Word Wall: Listen: plus, addition sentence, equal Read: Write: Speak: Sentence Frame: 4 +(plus) 2 = (equals) 6 Write an addition sentence.
Materials: <ul style="list-style-type: none"> • Cubes – 2 colors of cubes (at least 12 in each bag) • paper bags (1 per pair of students) 		Additional Lesson Vocabulary: plus, addition sentence, equal, add, sum
Lesson: Making 6-7		Instructional Time: 30 minutes
Opening: (4 minutes) T: “You have learned about finding the parts of a whole. Today you will learn how to write an addition sentence to show the parts and the whole.” T: “Let’s review, please hold up 4 fingers on your right hand like this.” <ul style="list-style-type: none"> • Show the students which hand is their right hand and how to hold up 4 fingers. T: “Good, now, with your other hand, your left hand, hold up 2 fingers, like this.” <i>S: will hold up 4 fingers on their right hand and 2 fingers on their left.</i> T: “4 finger on your right hand, 2 fingers on your left hand. How many fingers are you holding up in all? Let’s count them.” <i>S: will count their fingers with the teacher, 1,2,3,4,5,6.</i> T: “Let’s say it together, how many fingers are you holding up? 6.” <i>S: will say “6”</i> T: “Great, let’s do it again. Hold up 3 fingers on you right hand, like this.” <i>S: will hold up 3 fingers on their right hand.</i> T: “And 5 fingers on your left hand.” <i>S: will hold up 5 fingers on their left hand.</i> T: “How many fingers are you holding up in all? Count your fingers to your neighbor.” <i>S: will turn to their neighbor and count how many fingers they are holding up.</i> <ul style="list-style-type: none"> • If the students don’t yet know how to turn to their neighbor, teach them. Have 1 student come up to the front of the class and the teacher can count their fingers first. Then the student can count. Let that students sit down and invite 2 more students to come up and demonstrate counting fingers to neighbor. Let them both take a turn. Then tell the students who their neighbor is and have them begin. T: “I heard all of you counting to your neighbor that was awesome. Now, tell me, how many fingers are you holding up in all?” <i>S: will shout out, “8”</i> T: “Correct, you were holding up 8 fingers.” T: “Time for something new!” Introduction to New Material (Direct Instruction): (5 minutes) T: “Here is an empty paper bag. I am going to place 9 red cubes and 9 blue cubes in the bag. Like this.” <ul style="list-style-type: none"> • Place the cubes in the paper bag. T: “Now I am going to take out a handful of cubes.” <ul style="list-style-type: none"> • Take out the handful of cubes and place in where all the students can see them (on the board, using document cam). T: “How many of my cubes are red? Let’s count them together.” <i>S: will count the number of red cubes with the teacher.</i> T: “I will write that number on the board. There are _____ red cubes. How many blue cubes are there? Tell your neighbor how many blue cubes there are.” <i>S: will turn to their neighbor and tell them the number of blue cubes.</i> T: “Raise your hand and tell me how many blue cubes there are.” <i>S: will raise their hands and tell the teacher the number of blue cubes.</i>		

T: "You are right there are ____ blue cubes. Let's write that number on the board."

- Write the numbers on the board so that you make an addition sentence.

T: "We have ____ red cubes and ____ blue cubes, how many do we have in all? ____ and ____ is ____ in all. Let's count them."

S: will count the number of cubes together.

T: "Awesome, there are ____ cubes in all. So, ____ and ____ is ____ in all."

T: "Let's do it one more time. I will put all these blocks back in the bag. This time I will take out two handfuls."

- The teacher will take out two handfuls of blocks and go through the exercise one more time with the students.

Guided Practice: (10 minutes)

Use the modeling cycle:

Teacher Does:

- Done in the introduction to new material.

Teacher Does with Student:

T: "It is almost your turn to do this with a partner. Each of you will be put in groups of 2. Each group will be given 1 bag of red and blue blocks. You will need to take out a handful of blocks and fill out the worksheet. But first I need 1 helper to come up and show me how it is done."

- Teacher will choose one student to come up and help.

T: "Thanks for coming up. Here is our bag of blocks and our paper. Will you take out a handful of blocks for me?"

S: will take out a handful of blocks.

T: "Please count with me the number of red blocks you took out."

S: will count with the teacher the number of red blocks taken out of the bag.

T: "Awesome, will you please write that number on the paper next to the number 1?"

S: will write down the number of red blocks.

T: "Great, how many blue blocks do we have, will you count them for me?"

S: will count the blue blocks.

T: "Thank you, we have ____ red blocks and ____ blue blocks, how many do we have in all? Let's count together."

S: will count with the teacher how many blocks are there in all.

T: "Great, we have ____ blocks in all. Thank you so much for your help, please sit down."

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 the activity.

T: "First I will give you two 1 bag of blocks. Inside you will find red and blue blocks."

- Teacher will hand the students a bag of blocks (at least 12 blocks inside).

T: "Then I must give you a worksheet. Here you go, find a place to sit and get started."

- If students don't know what to do, direct them.

S: will take their bag of blocks, and worksheet, then find a place to sit. When they sit down they will pull out a handful of blocks.

They will count together the red blocks, write down the number, then count the blue blocks, write down that number. Then they will see how many they have in all and write down the number.

All Students Do:

T: "I am going to call out the groups. You may come pick up your bag of blocks and worksheet. Then begin. You will have 4 minutes to do this activity."

S: will collect their materials and begin the activity.

- As the students do the activity the teacher needs to walk around the room. Remind the students to use the target language as they count the number of blocks. We don't want this to be done in English or in silence.

Independent Practice: (7 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 green blocks do you see on the left? Count together."

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

T: "Correct, there are 3 green blocks on the left. We will write 3. How many green blocks do you see on the right? Count together."

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

T: "Tell your neighbor how many green blocks you see on the right."

S: will tell their neighbor the number of green blocks they see on the right.

T: "There are 5 green blocks on the right. We will write it. 3 green blocks on the left and 5 green blocks on the right. Tell you neighbor how many blocks we have in all."

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

T: "Everyone say it together, how many green blocks 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 green blocks 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.

Closing: (4 minutes)

- Collect the papers and bring the class back together on the floor. Hand out the student white boards with markers and erasers.

T: **"Great Job today! Let's look at questions 5. I am going to write the question on the board. I want you to write in on your white board. $1 + \underline{\quad} = 6$. What is the missing part?"**

S: *will write the equation on their white board and figure out the answer.*

- Give the students enough time to figure out the answer, but not too much time that they start getting board (30 seconds).

T: **"See that most of you are ready. You have written the problem and the answer. Now, hold up your board and show me."**

S: *will hold up their board and show the teacher the equation and answer.*

T: **"Let's do it together. We have 1 here, I will use a block to represent the 1. So, 1 and what number is 6. Here are 6 blocks. What happens if I take away 1 like this. Then how many do I have? Count with me."**

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

T: **"Here are 5 blocks. What happens when we put the 1 block and the 5 block together? $1 + 5 = \underline{\quad}$. Tell your neighbor."**

S: *will turn to their neighbor and say, "6"*

T: **"So the missing number was 6. Good job! Erase your board and let's do another one."**

- Go through questions 6-8 with the students. Draw pictures on the board to represent the language and have them use the white boards.

Assessment:

Guided Practice