

Grade 1	Lesson: 1-7 Adding in Any Order	Reference to English
Math Standard(s): 1.OA.03 Domain: Operations and Algebraic Thinking		
Content Objective(s):		Language Objective(s):
Students will order the numbers of an addition problem in two different ways then solve. <i>I can order the numbers in an addition problem in two different ways and then solve.</i>		Students will say 2 different addition sentences when solving a problem. <i>I can say two different addition sentences when solving a problem.</i>
Essential Understanding: Two numbers can be added in any order.		Academic Vocabulary for Word Wall: Listen: order, addend Read: Write: Speak: numbers (1,2,3,4...) Sentence Frame: ___ + ___ = ___ (5 plus 2 equals 7)
Materials: • connecting cubes		Additional Lesson Vocabulary:
Lesson: Making 6-7		Instructional Time: 30 minutes
<p><b>Opening: (4 minutes) –</b></p> <p><b>T: “You have learned how to add numbers and write addition sentences like this (write an addition sentence on the board). Today you will add the same numbers in a different order and compare the sums.”</b></p> <p><b>T: “I need 5 helpers. 2 boys and 3 girls. When I choose you I want you to stand in a line.”</b></p> <ul style="list-style-type: none"> <li>Teacher will choose the 5 students. Make sure the girls are next to the girls and the boys are next to the boys.</li> </ul> <p><b>T: “How many students are standing up? Let’s count them.”</b></p> <p><b>S: will count with the teacher the students standing “1,2,3,4,5”</b></p> <p><b>T: “There are 5 students. I will write 5 on the board.”</b></p> <p><b>T: “If we start on this side of the classroom, are the girls or boys 1<sup>st</sup>?”</b></p> <p><b>S: will respond, “the girls”</b></p> <p><b>T: “Yes, the girls are first. Let’s write that in our addition sentence on the board. How many girls are there?”</b></p> <p><b>S: will respond, “3”</b></p> <p><b>T: “We have 3 girls, and how many boys?”</b></p> <p><b>S: will respond, “2”</b></p> <p><b>T: “You are right, there are 2 boys, let me write that on the board. So, we have 3 girls and 2 boys. <math>3 + 2 = \underline{\quad}</math>? Please say the addition sentence to your neighbor.”</b></p> <p><b>S: will turn to their neighbor and say “<math>3 + 2 = 5</math>”</b></p> <p><b>T: “Say it with me, <math>3 + 2 = 5</math>. Awesome. What happens if I have the boys and girls switch places? This way the boys come first. Once again, how many boys are there?”</b></p> <p><b>S: will respond, “2”</b></p> <p><b>T: “You are right, let me write it in the addition sentence on the board. 2 boys and how many girls?”</b></p> <p><b>S: will respond, “3”</b></p> <p><b>T: “Yes, there are 3 girls! Let me write that on the board. So first we have the boys, 2 and then we have the girls 3. Tell your neighbor this addition sentence.”</b></p> <p><b>S: will turn to their neighbor and say “<math>2 + 3 = 5</math>”</b></p> <p><b>T: “Say the addition sentence with me, ‘<math>2 + 3 = 5</math>’. When we changed the order of the numbers, did the number of child in all change? Thumbs up or down?”</b></p> <p><b>S: will show thumbs up if the number of students did change or thumbs down if the number of students did not change in all.</b></p> <p><b>T: “Thank you, you may all sit down.”</b></p> <p><b>Introduction to New Material (Direct Instruction): (1 minutes)</b></p> <p><b>T: “Today you will get to go to you tables and practice this activity. You will see if when you change the order of the numbers or addends, does it change how much there is in all.”</b></p> <p><b>Guided Practice: (8 minutes)</b></p> <p><u>Use the modeling cycle:</u></p> <p><u>Teacher Does:</u></p> <p><b>T: “Here I have yellow and green connecting cubes. I am going to start with the yellow side. There are 3 yellow. I am going to write that in the addition sentence 1<sup>st</sup>. There are also 4 green cubes. I will write that number or addend in the addition sentence 2<sup>nd</sup>. Now I will add them. 3 plus 4 equals 7. Let me write 7 at the end of the addition sentence.”</b></p>		

- Make sure you write all the parts of the addition sentence as you go. It is a good demonstration so the students know what to do.

**T: "Now I am going to flip the cubes around. I am going to start with the green cubes. How many green cubes are there? Help me counts. 1,2,3,4. Thanks, there are 4 green cubes. I will write it down 1<sup>st</sup>. Then the yellow. There are 3 yellow, 1,2,3. I will write 3 down 2<sup>nd</sup>. How many cubes do I have all together? Tell your neighbor."**

*S: will turn to their neighbor and say "7"*

**T: "I still have 7 cubes. If I add 4 + 3 or 3 + 4 is will always be 7. The order does not matter."**

1 Students Does with Teacher:

**T: "I need one student to come up and demonstrate the activity for me."**

- Teacher will choose a student.

**T: "You will 1<sup>st</sup> go to your table and find your paper and 6 connecting cubes. Each person will start with one and then switch. Show me how to walk to the table and get started."**

*S: will walk to their table collect their paper and one of the groups of connecting cubes. They will sit down and get started.*

**T: "Remember when I did it, I was always talking. I was counting aloud and said I the addition sentence. I want you to do the same thing."**

*S: will count the number of cubes aloud as they go. And write down the answers.*

**T: "Good job, you did that very well. I love the way you walked to your table. Collected your paper and one group of cubes and started. When you finished with the first one you went to the second group of cubes. But, my favorite part was how much you said. You counted the cubes, you said the addition sentence, that was great! You may sit down."**

All Students Do:

**T: "Now I want all of you to do the activity. When I call your table you may stand up and get started."**

*S: will do the activity.*

- Teacher will walk around the room keeping students on task and making sure they are counting aloud and saying the addition sentence.
- When the students finish up, bring them back together on the carpet.

**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 orange cubes do you see? Count together."**

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

**T: "Correct, there are 3 orange cubes. We will write 3. How many blue cubes do you see? Count together."**

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

**T: "Tell your neighbor how many blue cubes you see."**

*S: will tell their neighbor the number blue cubes they see.*

**T: "There are 4 orange cubes. We will write it. 3 orange cubes and 4 blue cubes. Tell you neighbor how many cubes we have in all. Use the addition sentence, 3+4= \_\_\_\_."**

*S: will turn to their neighbor and say "3 + 4 = 7"*

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

*S: will say "7"*

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

**T: "What happens if we flip it around and do the blue cubes 1<sup>st</sup>. How many blue cubes are there again?"**

*S: will respond "4"*

**T: "Correct, there are 4 blue cubes, let me write that 1<sup>st</sup>. There are also 3 orange cubes. Let me write that 2<sup>nd</sup>. How many cubes do we have in all?"**

*S: will respond, "7"*

**T: 'Correct again! The order of the numbers changed, but did the numbers themselves change?'**

*S: will respond, "no"*

**T: "Now I am going to give you each a paper. Please do problems 2-8 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 8 together."**

- Go through questions 2, 3 and 8 the same way you went through question 1.

**Closing: (4 minutes)**

- Collect the papers and bring the class back together on the floor.
- Get the student white boards, markers and erasers out for the students to use.

**T: "Great Job today! Let's look at questions 9, 10 and 11. I am going to read the question to you and I need you to help me draw**

it on your board. Ed put 1 green cube – draw a cube, in a box. Then he put 3 brown cubs in the box – draw 3 more cubes. How many cubes did Ed put in the box? Write the answer next to your picture. Don't forget to use the addition sentence and change the order of the numbers. You have 15 seconds to finish up."

- Have an addition sentence written on the board for the student to reference.

S: *will draw the story. Then write the number of cubes Ed put in the box next to the picture.*

T: **"5,4,3,2,1...Show me your drawings."**

S: *will hold up there white boards to show the teacher.*

T: **"Good job! Please erase our boards. Let's do the next problem.**

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