

Grade 1	Lesson: 13-4 Problem Solving: Use Data from the Table	Reference to English
Math Standard(s): 1.MD.3 Domain: Measurement and Data		
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: In order to solve some problems, data needs to be selected from a source outside the stamen o the problem, like a table.	Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame:	
Materials: <ul style="list-style-type: none">• Sentence strip• schedule	Language and Word Wall: schedule	
Lesson:		Instructional Time: 20 minutes
<p>Opening: (2 minutes) T: "You have learned how to tell time to the hour and to the half hour. Today you will learn how to read and use information in a schedule." T: "Look at our schedule on the board for today." <ul style="list-style-type: none">• Go through the schedule one at a time. T: "Every day we do things in a certain order. Why?" <i>S: will give responses.</i> T: "Other things have schedules too, like the times your tv shows are on... Schedules can be very important. Today we are going to read schedules."</p> <p>Introduction to New Material (Direct Instruction): (4 minutes) T: "Today we are going to look at our schedule. What do we have planned for today?" <i>S: will respond with the things that are on the schedule for the day, "math" or "science" or "PE" or "recess" ...</i> T: "What else is on the schedule? Are there any times?" <i>S: will respond, "yes"</i> T: "When do you do math?" <i>S: will say the time.</i> T: "When do you go to recess?" <i>S: will say the time.</i> T: "Would you like it if recess and math were at the same time?" <i>S: will respond, "no"</i> T: "So it is important that things are in a schedule, that way we don't over lap."</p> <p>Guided Practice: (8 minutes) <u>Use the modeling cycle:</u> Teacher Does: T: "We are going to play a quick game. I am going to separate you into groups of 4. Each group will be given strips of paper with the things on our schedule today with their times. You will need to put them in order." <ul style="list-style-type: none">• Show the students the strips of paper. Identify the activity on the paper and the time. T: "Here are the strips of paper. You will need to put them in order from what we do at the beginning of class to the end. I will help you by showing you what goes first." <ul style="list-style-type: none">• Put the 1st activity for the day on the board. T: "What did I just put on the board?" <i>S: will respond.</i> T: "What time do we do that?" <i>S: will tell the teacher the time.</i> T: "What comes next? Don't say it, just think about it, when you are in your groups you will decide the order of the activities. When you know the order, glue it on the piece of paper given. You will present it to the class when everyone is done."</p>		

- Teacher will demonstrate how to glue the strips of paper on the paper.

All Students Do:

T: "I am going to call out your groups. When I do, collect your materials and get started."

S: *will gather in their groups and begin the activity.*

- Teacher will walk around the room promoting student conversations.
- When students have glued the schedule together, the teacher will gather them back together on the carpet.

T: "Let's put all your schedules on the board, and we will say them together."

- Teacher will put all the schedules done by the students on the board and read them as a class.

Closing: (4 minutes)

T: "Now you will be going to your desk and we will do the worksheet together."

T: "Here is Mr. Diaz's class schedule. Circle the activity that starts at the time show."

S: *will circle reading.*

T: "Continue with questions 2 and 3."

S: *will complete questions 2 and 3.*

T: "Now, look at the Nature Trip Schedule. At 10:00 they walk, at 11:00 they watch birds, at 12:00 they eat lunch, at 12:30 they make a birdhouse and at 1:30 they pick flowers."

T: "Now let me read you the questions. Which activity do children do just before the bird watch? Look at the schedule, what comes before the bird watch?"

S: *will respond, "walk"*

T: "Yes, they walk, write it on your paper like this."

- Continue through all the questions as a whole class.

Assessment:

Guided Practice