Grade 1	Lesson: 3-1 Representing Numbers on a Ten-Frame	Reference to English

Math Standard(s): **1.OA.5** **Domain: Operations and Algebraic Thinking**

Content Objective(s):	**Language Objective(s):**
Students will solve addition problems by recognizing and recording its parts in small groups. *I can solve addition problems by recognizing and recording its parts with a small group.*	Students will speak the words inside, outside and in all while adding parts. *I can speak the words inside, outside and in all while adding parts.*
Essential Understanding: Numbers to 10 can be represented on a ten-frame using 5 and 10 as benchmarks.	**Academic Vocabulary:** **Listen:** inside, outside, in all **Read:** **Write:** **Speak:** inside, outside, in all **Sentence Frame:**
Materials: • **Number cards 0-10 (teaching tool 9)** • **Counters (teaching tool 14)** • **Student math workbooks**	**Language and Word Wall:**

Lesson: Representing Numbers on a Ten-Frame **Instructional Time: 40 minutes**

Opening: (5 minutes) – Ask students to hold one hand up.

T: "How many fingers do you have on one hand?"
- Students will count fingers, then give answer

T: "How many do you have on your other hand?"
- Students will count fingers again, then give answer

T: "How many fingers do you have all together?
- Students count, then give answer

T: "How can you show 4 on your fingers?"
- Students hold up 4 fingers on one hand

T: "How can you show 6 on your fingers?"
- Students hold up 5 fingers on one hand and 1 on the other

Introduction to New Material (Direct Instruction): (10 minutes)
- Teacher will write the number 4 on the board.

T: "This is the number 4. Today we are going to learn how to put this number and other different numbers on a ten-frame. But first, we need to know what a ten-frame is."
- Teacher will draw a ten-frame on the board.

T: "This is a ten-frame. It's a frame with ten squares inside it. How many spaces are in the top row?"
- Students say the answer: 5

T: "How many spaces are in the bottom row?"
- Students say the answer: 5

T: "How many spaces altogether?
- Students say the answer: 10

T: "Good. Now let's put some numbers inside our ten-frame. We'll start with our number 4. Listen as I count to 4 and then stop. Watch me, I'm going to put the counters on from left to right, I always will do it that way, just like when I read. From left to right!
- Teacher will use counters, place 4 counters in the ten-frame from left to right as you count: 1, 2, 3, 4.

T: "Ok! I'm done, I showed the number four using counters and a ten-frame. Let's try six now.
- Teacher will use counters, place 6 counters in the ten-frame as you count: 1, 2, 3, 4, 5, and then STOP.

T: "Oh no! It looks like I'm out of room in the top row, where am I going to put the sixth one?
- Teacher will have students give you suggestions where to put it.

T: "Good, I am going to put it in the first space of the bottom row of my ten-frame.
- Teacher will place the sixth counter in the first space in the bottom row of your ten-frame.

Guided Practice: (10 minutes)

T: "Now, let's try it together. I am going to give you some counters and some number cards. You will use page 91 of your math workbook. But first, let's try doing one together."

Use the modeling cycle:

1. Teacher Does:

T: "Let's do number 1 together. I am going to pick a number card and turn it over. Look everyone, it's a number _____." (pick any number). "Count with me as I put a counter in each of the spaces on my ten-frame until it has ____ on it. I am going to put them on from left to right."

2. Students Do with Teacher:

T: "Now you try it in partners!"

- **Students form partnerships. If they need help, put them in partners yourself.**

T: "Pick a card and turn it over. Then put the card on your desk where you can see it. Use counters to show the number in the large ten-frame on page 91. Begin at the top of the ten-frame first, starting at the left. When the top row is full, go on to the bottom row, beginning at the left again. When you're done, draw counters in the first blank ten-frame to show what the counters look like. Remember, you can only draw 1 counter in each box! When you're done drawing your counters, write the number your ten-frame shows."

3. Students Do:

- **Students do numbers 1-4 on page 91.**

Independent Practice: (10 minutes)

T: "Great! Now try it on your own. Do problems 5, 6, 7, and 8 by yourselves on page 91."

- **Students do problems 5, 6, 7, and 8.**

Closing: (5 minutes)

T: "In this lesson, you learned that you can use a ten-frame and count numbers to ten. It looks like this."

- **Using your ten frame on the board, show 7 by putting counters on the ten-frame from left to right.**

Assessment:

Problems 5-8