Grade 1	Lesson: 3-2 Recognizing 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: • **Blank Mini Ten-Frames (teaching tool 4)** • **Counters (or teaching tool 14)** • **Connecting cubes** • **Student math workbooks**	**Language and Word Wall:**

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

Opening: (5 minutes) –

T: "You have learned how to show numbers on a ten-frame. Today, you will learn how to find the number shown on a ten-frame."
   • Teacher will hold up a train of 6 connecting cubes.

T: "How many cubes are there?"
   • Students give the answer: 6
   • Teacher will break the train of 6 into 2 trains of 3.

T: "Are there still 6 cubes?"
   • Students say yes, there are

T: "So can you say 3 plus 3 is 6?"
   • Students say yes again. Put the cubes back together.

T: "Well then, instead of 3 plus 3, how can I still show six but using 5 and another number?"
   • Students tell you to make one train of 5 and another of just 1.

Introduction to New Material (Direct Instruction): (10 minutes)
   • Teacher will draw a ten-frame on the board and put 6 counters on it.

T: "Today, we are going to learn how to be fast in counting how many counters are already on a ten-frame. Look at my ten-frame. How many counters are already on it?"
   • Students count as a class. They give the answer: 6

T: "Very good, there are six. You are right! But did you know that there is a faster and easier way to count the counters? Watch and listen to me do it."
   • Teacher will use their finger and place it at the end of the top row of counters on your ten-frame.

T: "I know that there already are 5 counters in the top row without even having to count them because every space in the top row has a counter in it and there are only five spaces in the top row. There are always only 5 spaces in the top row of a ten-frame. So instead of starting from 1 and counting my counters, I'll just start from 5."
   • Teacher will move their finger down to the bottom row now.

T: "There is only 1 counter in the bottom row. What's one more than 5?
   • Students say the answer: 6.

T: "Good, there are 6 because 5 plus 1 is 6. Let's try another one.
   • Teacher will put 8 counters on the ten-frame.

T: "Remember, instead of starting from 1 and counting, I'm going to start from 5 because I already know there are 5 counters in the top row. But I see 3 counters in the bottom row. Now I just have to think: what's 3 more than five?"
   • Students say the answer 8.

T: "Very good! Let's try a different one now."
   • Teacher will put only 4 counters on the top row.

T: "Oh no! Are there five in the top row now?
   • Students say: no.

T: "No, there aren't. There are only four! 1, 2, 3, 4. But, wait…I can count these counters fast too! I already know there is only space for 5 counters on the top row, and the top row is one LESS away from being completely filled. So I can just figure out what one less than five is to find how many counters there are in my ten-frame. What's one less than 5?"

- Students respond: 4

Guided Practice: (10 minutes)
Use the modeling cycle:
1. Teacher Does:
- (Depending on the number of counters on each ten-frame, switch between telling how it relates to 5 or how it relates to 10.) Point to a ten-frame on the board showing 6 (you are doing number 1 from page 95 of the student math workbook as a class). Model doing a think aloud:

T: "I'm looking at this ten-frame. Now, is the number greater than 5? Yes it is."
T: "Now, how many greater than 5 is it? It is one more than 5."
T: "Now, is the number less than 10? Yes it is.
T: "What number away from 10 is it? Well there are 4 empty spaces on the bottom row so I know it is 4 away from 10."
T: "What number does the ten-frame show? It shows 6. Now, I am going to draw 6 counters on the ten-frame for number 1 in the workbook. When I'm done, I will write 5 and 1 is 6."

2. Students Do with Teacher:
- Point to a ten-frame on the board showing 3 (you are doing number 2 from page 95 of the student math workbook as a class).

T: "Look at this ten-frame. Is the number greater than 5?"
- Students respond: yes

T: "Is the number greater than 10?"
- Students respond: no

T: "How many less than 10 is it?
- Students respond: 1

T: "What number does the ten-frame show?
- Students answer: 9. Then together, have the children draw 9 counters in the ten-frame for number 2 in their workbooks on page 95. Then have children fill in the answer under number 2 by writing 5 and 4 is 9.

3. Students Do:
T: "Now try number 3 and 4 in partners."
- Students do numbers 3 and 4 with a partner in their workbooks on page 95.

Independent Practice: (10 minutes)
T: "Go to your desks and go to page 96 and 97 in your math workbooks. Do problems 1-8, but remember, don't count the counters! It's faster if you see how much more or less the counters are from 5 or 10!"
- Students do problems 1-8.

Closing: (5 minutes)
T: "In this lesson, you learned that you can show a number using a ten-frame. You can describe that number as a certain amount by not just counting how many counters there are, but by counting how close or how far away it is from 5 or 10 because this way is faster."

Assessment:

Problems 1-8 of page 96 and 97 of student math workbook