Grade 1	Lesson: 3-3 Parts of 10	Reference to English
Math Standard(s): 1.OA.6	**Domain: Operations and Algebraic Thinking**	

Content Objective(s):	Language Objective(s):
Students will show parts of ten on a ten frame. *I can show parts of ten on a ten-frame.*	Students will respond to the teacher with the correct answers. *I can say the correct answer to the questions the teacher asks.*
Essential Understanding: The number 10 can be broken into parts of the whole in different ways.	**Academic Vocabulary:** **Listen:** **Read:** **Write:** **Speak:** **Sentence Frame:**
Materials: • **Number Cards 0-11 (Teaching Tool 9)** • **Counters for teaching (or Teaching Tool 14)** • **Student math workbook (page 99, 100, 101)**	**Language and Word Wall:**

Lesson: Parts of 10	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 show parts of ten on a ten-frame."
- Ask 10 children to stand up. Then name 3 of those children and ask them to raise their hands.

T: "How many children are in the group?"
- Students say: 10

T: "What is the whole?"
- Students say: 10

T: "How many children have their hands raised?"
- Students say: 3

T: "How many are in the other part of the group?"
- Students say: 7

Introduction to New Material (Direct Instruction): (10 minutes)

- Sit the children back down. Tell them to listen as you ask them a math story problem. Use the names of two students in your class for the story problem.

T: " _____ and _____ want to buy some hats. There are red and yellow hats. They have enough money to buy 10 hats in all. Now, let's pretend our red and yellow counters are the hats they can buy. We're going to put these counters on the ten-frame to show how many hats of each color they can buy."
- Have children take turns to come up and show any combination of red and yellow counters, including 10 of one color and 0 of another, to show 10 in all. Make sure each of them, when they are done, tell the whole class the number of red and yellow counters they have shown in the ten-frame.
- Make sure to talk about the yellow counters as one part of 10 and the red counters as the other part of 10.

T: "Good job! Now that you see all the different combinations red and yellow can make, let's try something different. I'm going to put red and yellow counters up on my ten frame and I want you to watch and listen."
- As an example for them, put 4 reds and 6 yellows on the ten frame.

T: "What is the whole?"
- Students say: 10

T: "Good. Now what are the parts that make 10?"
- Students say: 4 and 6

T: "How can you tell what the parts and the whole are?"
- Students could say: The red counters are one part, and the yellow counters are the other part. The whole is all of the counters.

- Repeat this with other parts of 10. As children tell you their parts of 10, write them on the board like this:

  10 is   4   and   6   .

  10 is   and   .

Guided Practice: (10 minutes)

Use the modeling cycle:

1. Teacher Does:

T: **"Now we're going to try something a little different."**
- Using your number cards, pick one and read it.

T: **"I'm going to read the card, and whatever is on the card, I'm going to put that number of red counters on my ten-frame."**
- Place that number of red counters on your ten-frame.

T: **"Now I'm going to fill in the rest of the spaces with yellow counters."**
- Fill the rest of the spaces with yellow counters."

T: **"Now, I'm going to fill in the math sentence by writing in how many red and yellow counters there are."**
- Fill in the senteces 10 is   and   .

2. Students Do with Teacher:

T: **"Now let's try one together."**
- Using your number cards, pick one and read it. Place that number of red counters on your ten-frame. Pick a student to come up and fill the remaining spaces with yellow counters. When they're finished, fill in the math sentence so it says:

  10 is   and   .
- Repeat this until students start to get it easily.

3. Students Do:

T: **"Now you're going to try this with a partner. I want you to go back to your desks and get out your math workbook. Open to page 99."**
- Have children work in pairs to complete items 1-4. Give each pair a set of number cards. Have the first child turn over a number card, and place that number of red counters on the ten-frame. Then have the second child fill the remaining spaces with yellow counters. After children record their work on page 99, have them switch roles and repeat the activity.

Independent Practice: (10 minutes)

T: **"Good, now you're going to do this on your own. I want you to turn to page 100. Do numbers 1-8."**
- Students use counters and a pencil to write in the answers for numbers 1-8 and pages 100-101.

Closing: (2 minutes)
- When finished, have students put everything away and come back to the rug and sit.

T: **"Today we learned that the number 10 can be broken into parts of the whole in different ways. In this lesson, you learned that you can use a ten-frame to show these different parts of 10."**

Assessment:

Problems 1-8 of page 100-101 of their math workbooks

Observation during partner work/guided practice