Grade 1	Lesson: 3-5 Problem Solving: Make a Table	Reference to English

Math Standard(s): 1.OA.6 **Domain: Operations and Algebraic Thinking**

Content Objective(s):	Language Objective(s):
Students will show ways to make 10. *I can show ways to make 10.*	Students will count with a partner as they make ten. I can count with a partner to make ten.
Essential Understanding: Some Problems can be solved by recording and organizing data in a table and by finding and using numerical patterns in the table.	**Academic Vocabulary:** **Listen:** **Read:** **Write:** **Speak:** **Sentence Frame:**
Materials: • **Counters (or teaching tool 14)** • **Student math workbooks**	**Language and Word Wall:**

Lesson: Problem Solving: Make a Table **Instructional Time: 45 minutes**

Opening: (5 minutes) –

T: "You have learned how to use a part-part-whole model to show some of the different ways to make 10. Today you will learn to use a table to show the ways to make 10. Here's one way we can make ten."

- **Write 5 and 5 on the board, and underneath use counters to show 5 and 5.**

T: "Are there any other ways to make 10? Raise your hand and tell me."

- **For every answer students give you, write it and use counters to show it.**

Introduction to New Material (Direct Instruction): (15 minutes)

T: "There are lots of different ways to make 10. Look at our board! But are there more ways? How do you know if you have them all? It can be kind of hard. So we are going to use something called a table to help us. It can help us keep track how many ways there are to make ten."

- **Put up page 107 on the board or overhead.**

T: "A table looks like this. It has a lot of rows that go side to side, and two columns that go up and down. Today, we're going to use the table like this. In the first row we're going to put one number on one side and it's "partner" it needs to make ten on the other side. So if I put 5 on this side, I have to put 5 on the other side because 5 and 5 make then."

- **Write 5 in the first square of the left column and 5 in the second square of the right column.**

T: "See? A table helps you by making it easier to see the information. Now, I already have 5 and 5 on my table. Am I going to write 5 and 5 again in the second row?"

- Kids answer no.

T: "Why not?"

- Kids say because 5 and 5 is already there and we're looking for new ways to make 10. If students cannot come up with this answer, tell it to them.

T: "Now let's try to find more ways to make ten by writing them in the table together."

- Tell each student to open their math workbooks to page 107.

Guided Practice: (10 minutes)

T: "Use your counters and the part-part-whole model/table to find four more ways to make 10. Each time you find a new way, write it in the table. I'll start."

Use the modeling cycle:

1. Teacher Does:

T: "First, I am going to pick a number smaller than 10. It has to be smaller than ten because if it's bigger, than it's too big to use it to make ten. Let's see, why don't I pick 7."

- **Write 7 in one side of the table in the next row, and put 7 counters on the left side of the part-part-whole chart.**

T: "Now that I have 7, how many more do I need to make 10?"

- **Help students figure out that you need 3 more. Put 3 counters on the right side of the part-part-whole chart.**

T: "I need 3 more to make ten. So I'm going to write 3 on the other side of the table."

- **Write 3 on the other side of the table.**

2. Students Do with Teacher:

T: "Now let's do one together. Who can see another way to make ten that we have not already written in our table? If you can't think of a way, pick a number smaller than 10 that you don't see on the right side of the table."

- Do a couple examples with students.

3. Students Do:

T: "Now you try it in partners! Come up with 2 more new ways to make 10. Remember, they have to be new!"

- Students work with their desk partner to use counters to find and write two more ways to make ten.

Independent Practice: (10 minutes)

T: " Open your books to page 108 and 109. I want you to do problems 1-4 on your own."

- **Students use counters if they need to do problems 1-4.**

Closing: (5 minutes)

T: "In this lesson you learned that you can use a table to solve problems and to write part-part-whole relationships."

Assessment:

Number 1-4 of student math workbook, pages 108-109