

Grade 1	Lesson: 4-1 Adding with 0, 1, 2	Reference to English
Math Standard(s): 1.OA.3, 1.OA.5, 1.OA.6, & 1.OA.7 Domain: Operations and Algebraic Thinking		
Content Objective(s):		Language Objective(s):
Students will count on to add, starting with the greater number. <i>I can count on to add on with 0, 1, and 2.</i>		Students will speak the numbers 0-11 while adding with 0, 1, and 2. <i>I can speak the numbers 0-11 when adding with 0, 1, and 2.</i>
Essential Understanding: The number relationships of 0, 1-more-than, and 2-more-than are the basis for addition facts with a 0, 1, and 2.		Academic Vocabulary for Word Wall: Listen: Read: Write: Speak: addition, plus, equals Sentence Frame: ___ + ___ = ___
Materials: <ul style="list-style-type: none"> Number Cards 0-11 (1 set per pair) Counters (11 per pair) Building Blocks (8 for the teacher) Whiteboards and dry erase markers Guided Practice page 118-119 Problem Solving page 120 Picture of a rabbit, pot and 6 separate carrots 		Additional Lesson Vocabulary: addition, plus, equals, number sentence, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, rabbit, soup, pot
Lesson: Adding with 0, 1, 2		Instructional Time: 40 minutes
Opening: (2 minutes)		
T: "You have learned how to add by counting two groups. Today you will learn to add 0, 1, or 2 by counting on from a number." <ul style="list-style-type: none"> Demonstrate the following with building blocks. 		
T: "You have a stack of 6 blocks and you put 2 more on the stack. How many blocks are in the stack?"		
S: will say "8".		
T: "Count the blocks with me. 1, 2, 3, 4, 5, 6, 7, 8."		
S: will say "1, 2, 3, 4, 5, 6, 7, 8."		
T: "Two more than 6 is 8. "		
Introduction to New Material (Direct Instruction): (6 minutes)		
<ul style="list-style-type: none"> Distribute counters, number cards 0-9, whiteboards, and dry erase markers. 		
T: "The rabbit is making soup. There are already 5 carrots in the pot. The rabbit needs to add 1 more. How many will he have? Can you find how many without counting all the carrots."		
<ul style="list-style-type: none"> Guide the students through this activity. 		
T: "How many carrots were already in the pot? Show with your hands."		
S: will show "5".		
T: "I will write the number 5 on the whiteboard. We are going to circle this number and put it in our heads."		
<ul style="list-style-type: none"> The teacher will write the number 5 on the whiteboard and circle it. 		
T: "How many more carrots did the rabbit need? Say it together."		
S: will say "1".		
T: "We are going to start counting with the number that we circled, which is 5. So, we start with 5 and add 1 more. Count with me."		
S: will say "5, 6".		
T: "One more than 5 is 6. What is an addition sentence that matches this story? Write it on your board."		
S: will say "5 + 1 = 6."		
T: "Read the addition sentence with me."		
S: will say "5 plus 1 equals 6."		
Guided Practice: (15 minutes)		
<u>Use the modeling cycle:</u>		
<u>Teacher Does:</u>		
T: "Let's look at another problem. But this time we are going to use the number cards to determine the number of carrots in the rabbit's soup. We are going to separate the number cards into 2 piles. (show the number cards) Put the cards with numbers 3-9 face down in pile #1. Put the cards with numbers 0-2 face down in pile #2."		
<ul style="list-style-type: none"> Demonstrate for the students how to separate the number cards into two piles. 		

T: "I am going to flip over a number card from pile #1. This number on this card tells me how many carrots are already in the pot. So, there are ____ carrots already in the pot." (write the number on the board)

- Teacher flips over the top card in pile #1.

T: "I am going to flip over a number card from pile #2. The number on this card tells me how many carrots the rabbit needs to add to the pot. So, the rabbit will add ____ carrots to the pot." (write the number on the board)

- Teacher flips over the top card in pile #2.

T: "So, the rabbit started with ____ carrots already in his pot. The rabbit needed ____ more carrot. How many carrots does he have in all? Tell your neighbor."

S: will say to their neighbor, "____".

T: "What is the addition sentence that matches the story?"

S: will say "____ + ____ = ____."

T: "How do you read this number sentence?"

S: will say "____ plus ____ equals ____."

Student Does with Teacher:

T: "I need a student to help me."

- Pick a student to come up and demonstrate the activity with the teacher.

T: "Let's look at another problem. I still have my number cards separated into two piles. This time I am going to flip over a number card from pile #1. The number on the card is _____. (write it on the board) This number tells us how many carrots are already in the pot. So, there are ____ carrots already in the pot."

- Teacher flips over the top card in pile #1.

T: "Now I want you to flip over a number card from pile #2."

- The student volunteer flips over the top card in pile #2.

T: "What is the number on the card? Please write it on the board."

S: will say "____" and write it on the board.

T: "The number on this card tells us how many carrots the rabbit needs to add to the pot. So, the rabbit will add ____ carrots to the pot. How many carrots does he have in all?"

S: will say "____".

T: "What addition sentence matches this story?"

S: will say "____ + ____ = ____."

T: "I want you to write the number sentence that matches this story on the whiteboard."

- The student will write the number sentence on the whiteboard.

T: "Great job! Now you get to pick the cards."

- The student and teacher will switch roles.

2 Students Do:

T: "I need 2 students to help me. Raise your hand if you want to help me show more addition sentences."

- Teacher will choose 2 students.

T: "You two are going to demonstrate this activity for us today. Student #1 will pick a number card from pile #1. Student #2 will pick a number card from pile #2. Then student #2 will write the number sentence that matches this story problem. And you both will say it."

S: #1 picks a card from pile #1.

S: #2 picks a card from pile #2 and writes the matching number sentence on the whiteboard.

S: will say, "____ + ____ = ____"

T: "Thank you for helping. You two may go back to your seats."

All Students Do:

T: "Now you all know how to do the activity. I am going to separate you into groups of two. When I say your name take your supplies and find a place to sit with your partners. You will have 5 minutes to do this activity with your partners. Make sure you are switching roles, so that you each have an opportunity to write the addition number sentences. When I clap my hands I want your attention on me."

- Teacher will walk around the classroom as the students do the activity and make sure they are on task.

T: (Clap to get their attention.) "You have 10 seconds to put your supplies away and sit at the carpet. 10,9,8,7,6,5,4,3,2,1. Good, you all made it."

Independent Practice: (14 minutes)

T: "Now it is your turn to do it on your own. Each of you will be given this worksheet. Let's do the first problem together."

- Pass out guided practice page 118-119.

T: "The rabbit has 4 carrots already in his pot. The rabbit needs to add 1 more carrot. How many carrots will he have altogether?"

T: "Can you find how many without counting all the carrots."

- Guide the students through this activity.

T: "How many carrots were already in the pot? Tell your neighbor."

S: will say to their neighbor, "4".

T: "Trace over the number 4. How many more carrots did the rabbit need? Show me with your hands."

S: will say "1".

T: "Trace over the number 1. One more than 4 is 5. What is a number sentence matches this story?"

S: will show " $4 + 1 = 5$."

T: "The sum is 5. So, trace over the number 5. Now it is your turn to do problems #2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12. You will have 6 minutes, when I clap my hands come back to the carpet."

- Students will get to work finishing pages 118-119. As they are working independently the teacher will walk around the room asking students to answer questions and check for any misconceptions.
- Teacher claps hands and students return to the carpet. Do problems 13, 14, and 15 on the problem solving page together.

Closing: (3 minutes)

- Collect the papers and bring the class together on the floor.

T: "Let's look at question #3 on page 118. The rabbit has 6 carrots already in his pot. The rabbit needs to add 0 carrots. How many carrots will he have altogether? So, how many carrots were already in the pot?"

S: will say "6".

T: "You should have written the number 6 on the first line. How many more carrots did the rabbit need?"

S: will say "0".

T: "You should have written the number 0 on the second line. What is a number sentence matches this story?"

S: will say " $6 + 0 = 6$."

T: "The sum is 6. So, write a 6 on the third line. Great job today!"

Assessment:

Guided Practice