

Grade 1	Lesson: 4-4 Facts with a 5 on a Ten-Frame	Reference to English
Math Standard(s): 1.OA.6, & 1.OA.8		Domain: Operations and Algebraic Thinking
Content Objective(s):	Language Objective(s):	
Students will use a ten-frame to write addition facts with 5. <i>I can use a ten-frame to write addition facts with 5.</i>	Students will speak the numbers 1-10 while using a ten-frame to write addition facts with 5. <i>I can speak the numbers 1-10 while doing addition problems.</i>	
Essential Understanding: Facts with sums 6 through 10 can be broken into 5 plus some more.	Academic Vocabulary for Word Wall: Listen: ten-frame, Read: Write: Speak:	
Materials: • Counters (12 per child) • Whiteboards and dry erase markers • Guided Practice page 130-131 • Problem Solving page 132	Additional Lesson Vocabulary: addend, addition, plus, equals, number sentence, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
Lesson: Doubles		Instructional Time: 40 minutes
<p>Opening: (2 minutes) T: "You have learned about using ten-frames to compare numbers. Today you will learn how they can help with addition." •Teacher will hold up 7 fingers. T: "Show me 7 fingers." •The teacher should accept any correct combinations but direct attention to one student using a full hand and two more fingers. T: "What addition fact can 7 fingers show? I have 5 fingers on this hand and 2 fingers up on this hand. What is my addition sentence?" S: will say "5 + 2 = 7." T: "Let's say it together, 5 + 2 = 7." •Teacher will record the number sentence on the whiteboard. T: "When I looked around the room, I saw another way to make 7. Show me again how you made 7 with your fingers." S: will hold up 7 fingers. T: "I see 3 + 4, I will write that on the board." T: "What is an addition fact for 10 that goes with 7 fingers up and 3 fingers down." S: will say "7 + 3 = 10." •Discuss the children's ideas. T: "That is right. 7 fingers up and 3 fingers down, which makes 10 in all. So, 7 + 3 = 10." • Use other examples such as 4 + 6, 2 + 8, 1 + 9...</p> <p>Introduction to New Material (Direct Instruction): (6 minutes) T: "Our two hands are like the two rows of a ten-frame." •Teacher will draw a ten-frame on the whiteboard. T: "Let's count the number of spaces in this first row of the ten-frame." S: will say "1, 2, 3, 4, 5". T: "Let's count the number of spaces in this second row of the ten-frame." S: will say "1, 2, 3, 4, 5". T: "When you put counters in the ten-frame, it is like holding up fingers. If the top row is full, that is like holding up all 5 fingers on one hand. How can you show 7 on the ten-frame?" S: will say "put 5 counters in the top row and 2 in the bottom row." •draw 7 counters in the ten-frame on the whiteboard. T: "What is the addition fact for 7 that goes with the ten-frame? Tell your neighbor." S: will say to their neighbor "5 + 2 = 7." T: "What is an addition fact for 10 that goes with the ten-frame?" S: will say "7 + 3 = 10."</p> <p>Guided Practice: (15 minutes) <u>Use the modeling cycle:</u> Teacher Does: •Distribute the counters, whiteboards, and dry erase markers to the students.</p>		

T: "I am going to draw a ten-frame on my whiteboard."

•Teacher will draw a ten-frame on the whiteboard.

T: "I am going to draw 6 counters in the ten-frame. When I fill a ten-frame I need to remember that I always fill the top row before I fill the bottom row."

•Teacher will draw 6 counters in the ten-frame drawn on the board. Start by drawing the first counter in the top left corner.

T: "How many counters are on the top row? Show me with your fingers."

S: will show "5" with their fingers.

T: "How many are in the bottom row? Tell your neighbor."

S: will say to their neighbor, "1".

T: "Now I need to write an addition fact with 5 that goes with my counters. You first showed me 5 fingers. I will write 5 on the board. (write 5 on the board) Then you told your neighbor that there was 1 counter in the bottom row (point at the one counter on the bottom row). Now I will write 1 on the board. (write 1 on the board) Read the addition sentence to your neighbor."

S: will say to their neighbor, " $5 + 1 = 6$ ".

•The teacher will record this number sentence on the whiteboard.

T: "Look at the ten-frame. We have 6 counters on the frame and 4 empty spots. That is the same as 6 plus 4 equals 10. Please write that addition sentence on your white board."

S: will write " $6 + 4 = 10$ ".

T: "Please, show me your boards. Please read the addition sentence to your neighbor."

S: will read, "six plus four equals ten."

Students Do with Teacher:

•Erase the six counters drawn in the ten-frame on the whiteboard.

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 am going to decide how many counter to use. This time we are going to use 8 counters. So, I am going to draw 8 counters on the whiteboard."

•Teacher will draw 8 counters in the ten-frame drawn on the board. Start by drawing the first counter in the top left corner.

T: "How many counters are on the top row?"

S: will say "5".

T: "You are right, there are 1,2,3,4,5 counters on the top row. How many are in the bottom row?"

S: will say "3".

T: "Right again, 1,2,3. How many counters are in the ten-frame? Count with me, 1,2,3,4,5,6,7,8."

S: will say count with the teacher and say, "8".

T: "Please write an addition fact with 5 that goes with my counters. What is an addition fact that goes with my ten-frame?"

S: will say " $5 + 3 = 8$ ".

T: "Please write it on the board."

S: will write $5 + 3 = 8$ on the board.

T: "Please read the addition fact to the class."

S: will read "five plus three equals eight" to the class.

T: "What is an addition fact for 10 that goes with the ten-frame?"

S: will say " $8 + 2 = 10$ ".

T: "Please write this number sentence on the whiteboard."

•The student volunteer writes this number sentence on the whiteboard.

T: "Please read the addition fact with me, eight plus two equals 10."

T: "Great job! Thanks for helping me."

2 Students Do:

T: "I need 2 students to help me. Raise your hand if you want to help me show facts with 5 on a ten-frame."

•Teacher will choose 2 students.

T: "You two are going to demonstrate this activity for us today. The first thing you need to do is draw a ten-frame on your whiteboard."

•One of the student volunteers will draw a ten-frame on the whiteboard.

T: "Student #1 will decide how many counters to use and place them on the ten-frame. Student #2 will write an addition fact with 5 that goes with the counters. She/he will also write an addition fact for 10 that goes with the ten-frame."

• Remind the students to say the number, count the counters aloud and read the number sentence to each other.

S: #1 draw a ten-frame board and decide how many counters to place on the board.

S: #2 will write an addition fact with 5 that goes with the counters. She/he will also write an addition fact for 10 that goes with the ten-frame.

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 all or your supplies and find a place to sit with your partner. You will have 5 minutes to do this activity with your partner. Make sure you are switching roles, so that you each have an opportunity to write the 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: (15 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 130-131.

T: "How many counters are in the ten-frame?"

S: will say "7".

T: "How many counters are on the top row?"

S: will say "5".

T: "How many counters are in the bottom row?"

S: will say "2".

T: "First we need to write an addition fact with 5. 5 plus what equals 7?"

S: will say "2".

T: "Trace over the number 2 in the first number sentence. $5 + 2 = 7$."

•Students trace over the number 2.

T: "How many counters will fit in the ten-frame?"

S: will say "10".

T: "What is an addition fact for 10 that goes with the ten-frame?"

S: will say " $7 + 3 = 10$."

T: "Trace over the number 7 and 3 in the second number sentence."

•Students trace over the numbers 7 and 3.

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

• Students do NOT need to finish all the problems.

S: will get to work finishing pages 130-131. 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 11, 12, and 13 on the problem solving page together.

Closing: (2 minutes)

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

T: "Let's look at question #8 on page 131. How many counters are in the ten-frame? Show me with your fingers."

S: will show 9 fingers.

T: "How many counters are on the top row? Tell your neighbor."

S: will say to their neighbor, "5".

T: "How many counters are in the bottom row?"

S: will say "4".

T: "First we need to write an addition fact with 5. 5 plus what equals 9?"

S: will say "4".

T: "We will write the number sentence. What number goes first?"

S: will say "5"

T: "Yes, I will write 5 first, then what number do I write?"

S: will say, "4."

T: "Perfect, 5 plus 4 equals what? Tell your neighbor the addition sentence."

S: will tell their neighbor, " $5 + 4 = 9$."

T: "Great, please write it."

•Students write the number sentence $5 + 4 = 9$.

T: "How many counters will fit in the ten-frame?"

S: will say "10".

T: "What is an addition fact for 10 that goes with the ten-frame?"

S: will say " $9 + 1 = 10$."

T: "Write the numbers 9 and 1 in the second number sentence."

•Students write the numbers 9 and 1.

T: "Great job today!"

Assessment:

Guided Practice