Grade 1	Lesson: 6-7 **Problem Solving: Draw a Picture and Write a Number Sentence**	Reference to English

Math Standard(s): 1.OA.1   **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: Information in a problem can often be shown using a picture or diagram and used to understand and solve the problem. Some problems can be solved by writing and completing a number sentence or equation.	**Academic Vocabulary:** **Listen:** **Read:** **Write:** **Speak:** **Sentence Frame:**
Materials: •	**Language and Word Wall:**

Lesson: Problem Solving: Draw a Picture and Write a Number Sentence	Instructional Time: 20 minutes

Opening: (5 minutes)

• Pass out white boards, markers and erasers.

T: **"You have learned how to solve addition and subtraction problems. Let's do one to review."**

T: **"I am going to write 3 numbers on the board. 6, 14, 20. I am going to write one addition fact, 6 + 14 = 20.** (Teacher will write it on the board) **I need you to write the other on your white board. Remember to use the same numbers."**

S: *will write the other addition fact with the same numbers, 14 + 6 = 20.*

T: **"Show me the addition fact your wrote on the board. Good job, I will write it on my board. 14 + 6 = 20. Look at the two equations, they have the same numbers, 14, 6, 20. Now let's use the same numbers to do subtraction facts. I will write the first one, you will write the 2nd one. 20 – 14 = 6.** (Teacher will write it on the board) **Your turn, write the other subtraction facts on your white board."**

S: *will write 20 – 6 = 14 on their white board.*

T: **"Show me your equations. Good, I will write it on the board too. Say it with me as I write it, 20 – 6 = 14."**

T: **"Look at these 4 equations. 2 addition facts and 2 subtraction facts. They all use the same numbers so they are a FACT FAMILY."**

T: **"Today you will draw a picture and write a number sentence to solve problems."**

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

T: **"I am going to read you the story problem. You will draw the pictures and write the number sentence."**

T: **"13 children sat on the floor to listen to a story. Draw 13 children (you might want to draw dots to represent the children like this** (draw the picture on the board). **After the story 6 children went to the table to draw pictures. When I draw my picture I will cross out the 6 children that left the floor, like this** (cross out 6 dots). **How many children stayed on the floor to hear another story?" Let's count how many dots we have left. 1,2,3,4,5,6,7. We have 7 dots left. Tell your neighbor how many children stayed on the floor."**

S: *will draw 13 dots, cross out 6 of them. And then tell their neighbor, "there are 7 children left"*

T: **"Now write the number sentence for the story problem. _____ - ____ = _____. We started with how many students? Raise your hand."**

S: *will raise their hands and say, "13"*

T: **"Yes we started with 13 children. We will write 13 in the 1st blank. How many went to the table? Tell your neighbor."**

S: *will tell their neighbor, "6"*

T: **"6 students went to the table. So we want to subtract 6. Write it in the number sentence, 13 – 6 =____. How many dots are left? Show me with your fingers."**

S: *will show 7 with their fingers.*

T: **"Let's finish the number sentence. 13 – 6 = 7. Say it to your neighbor 2 times."**

S: *will say "13 – 6 = 7" two times.*

• Do the rest of the problems in Guided Practice, Independent Practice and Problem Solving as a whole class.

• Allow the students to use the language during the lesson by counting and saying the number sentences to their neighbor.

• If there language abilities are high enough to read and understand the story problems without assistance, have them do the remaining problems with a partner or independently.

Closing: (1 minutes)

T: **"Good job today. We did a lot of story problems and you knew how to write the number sentences for all of them!**

Assessment:
Guided Practice