

Grade 1	Lesson: 7-1 Making Numbers 11 to 19	Reference to English
Math Standard(s): 1.NBT.2.b		Domain: Number and Operations in Base Ten
Content Objective(s):	Language Objective(s):	
<p>Students will solve addition problems by recognizing and recording its parts in small groups.</p> <p><i>I can solve addition problems by recognizing and recording its parts with a small group.</i></p>	<p>Students will speak the words inside, outside and in all while adding parts.</p> <p><i>I can speak the words inside, outside and in all while adding parts.</i></p>	
<p>Essential Understanding:</p> <p>Numbers can be used to tell how many. Numbers 11 through 19 can be shown as a group of 10 and up to 9 more.</p>	<p>Academic Vocabulary:</p> <p>Listen:</p> <p>Read:</p> <p>Write:</p> <p>Speak:</p> <p>Sentence Frame:</p> <p>_____ is 10 and _____.</p>	
<p>Materials:</p> <ul style="list-style-type: none"> Two-color Counters (teaching tool 14) Ten-frames (1 per student) 	<p>Language and Word Wall:</p>	
Lesson:		Instructional Time: 30 minutes
<p>Opening: (3 minutes)</p> <p>T: “You have learned how to make numbers to 10 using a ten-frame. Today you will use ten-frames to make numbers to 19.”</p> <ul style="list-style-type: none"> Teacher will hold up 15 pencils. <p>T: “Let’s count how many pencils I am holding. 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15.”</p> <p><i>S: will count with the teacher.</i></p> <p>T: “I want every one to write the number 15 in the air with me. I will also write it on the board.”</p> <p><i>S: will write the number 15 in the air.</i></p> <p>Introduction to New Material (Direct Instruction): (4 minutes)</p> <ul style="list-style-type: none"> Hand out white boards, markers and erasers. <p>T: “How can we use counters and ten-frames to show 15. I will use counters on the board and I want you to draw them on your white board. Let’s both draw 2 ten-frames.”</p> <p><i>S: will draw two ten-frames on the board.</i></p> <p>T: “Here are my 15 counters. I am going to put them in the ten-frames. Draw the counters as I put them in the ten-frames. I will also count as I do it. 1,2,3,4,5,6,7,8,9,10. I put 10 counters in the first ten-frame. On to the next, 11,12,13,14,15. 15 counters in all. There are ten in the first ten-frame and how many in the second? Count them, and then tell your neighbor.”</p> <p><i>S: will count the number of dots they drew in the second ten-frame and then tell there neighbor.</i></p> <p>T: “Count with me, 1,2,3,4,5. There are 5 counters in the second ten-frame. So, 15 is 10 and 5 more. Let’s write the number sentence on the board, 15 is 10 and 5. Say it with me, 15 is 10 and 5.”</p> <p><i>S: will say, “15 is 10 and 5”</i></p> <p>Guided Practice: (12 minutes)</p> <p><i>Use the modeling cycle:</i></p> <p><u>Teacher Does:</u></p> <p>T: “Now I want you to practice with a friend. I will give 4 numbers to practice with. But first I need someone to come up and demonstrate.”</p> <ul style="list-style-type: none"> Teacher will choose a student. <p>T: “The number is 12. There are 12 counters on the board. What do you do first?”</p> <p><i>S: will put the counters into the two ten-frame.</i></p> <p>T: “How many counters are there in the 1st ten-frame?”</p> <p><i>S: will respond, “10”</i></p> <p>T: “Yes, there are 10 counters in the 1st ten-frame. How many in the 2nd ten-frame?”</p> <p><i>S: will respond, “2”</i></p> <p>T: “Correct again.”</p> <p><u>1 Students Does with Teacher:</u></p> <p>T: “I need helper.”</p> <ul style="list-style-type: none"> Teacher will choose one student to come up and demonstrate the activity. Have a blank number sentence written on the board. 		

T: "I am going to choose a new number and I need you to show the class what you do first. The number is 19."

S: will put the counters in the two ten-frames.

T: "Well done. You put the counters in the two ten-frames. There are 10 counters in the first ten-frame and how many in the 2nd. Help me count, 1,2,3,4,5,6,7,8,9. Good, 9 counters in the 2nd ten-frame. Now I need you to fill in the number sentence."

S: will fill in the number sentence.

T: "You have filled in the and will you please read the number sentence to us?"

S: will read, "19 is 10 and 9"

T: "Every one, say it together. 19 is 10 and 9.

S: all students will say number sentence with the teacher.

2 Students Do:

T: "I need two students to come up and demonstrate."

- Teacher will choose two students to come up and demonstrate.

T: "I will give you a number. The number is 11. I want student #1 (use their name) to start. What do you do 1st?"

S: will move the counters on to the two ten-frames.

T: "Awesome, you put the counters on the ten-frames. Student #2 your up, what do we do next?"

S: will fill in the number sentence.

T: "You have moved the counters into the ten-frame and filled in the number sentence, now all you need to do is say it.

S: will say, "11 is 10 and 1"

T: "Good job, you guys did that perfectly. Please sit down."

All Students Do:

T: "Now it is your turn. I am going to separate you into pairs. And each pair a bag of 19 counters and a paper with 2 ten-frames on it and 3 number sentences you have to fill in blanks. You will use the numbers on the board, 13, 18, and 16."

- Teacher will separate the groups and hand out the materials.

S: will do the activity.

- Teacher needs to walk around the room and make sure the students are using the language and staying on task.
- Bring the class back together after 5 minutes by using an attention getting signal (clap, whistle, count...)
- Collect the papers.

Independent Practice: (5 minutes)

T: "Now it is your turn to do it on your own. Each of you will be given a paper with 10 problems. You need to read the number on the left and fill in the blanks. There are ten-frames and counters at every table for you to use. When you are finished remember to clean up. You will have 4 minutes, then we will review."

- Teacher will have the students collect their paper and begin.

S: will do the worksheets.

- Teacher will bring the students back to the carpet.

Closing: (4 minutes)

- Pass out the white boards, markers and erasers.

T: "Let's do problems 13, 14 and 15. Problem 13 is a story problem. I need you to draw two ten-frames on your board and fill them in as I read the story."

S: will draw two ten-frames on their white board.

T: "Jill has 14 buttons and 2 boxes (the ten-frames). She put 10 buttons in one box. Draw those ten buttons where you think they belong."

S: will draw the 10 buttons in the 1st ten-frame.

T: "How many buttons does Jill put in the other box (ten-frame)? Show me with your fingers."

S: will show 4 with their fingers.

T: "Now draw those 4 buttons in the other ten-frame. Write the number sentence on your board and I will write it on mine. ____ is ____ and _____. Now, fill it in."

S: will write the blank number sentence and then fill it in.

T: "Let's read it as a class, 14 is 10 and 4. Good job. "

- Teacher will continue with the last two problems as a whole class.

Assessment:

Guided Practice