

Grade 1	Lesson: 7-2 Using Numbers 11 to 19	Reference to English
Math Standard(s): 1.NBT.1		Domain: Number and Operations in Base Ten
Content Objective(s):		Language Objective(s):
Students will solve addition problems by recognizing and recording its parts in small groups. <i>I can solve addition problems by recognizing and recording its parts with a small group.</i>		Students will speak the words inside, outside and in all while adding parts. <i>I can speak the words inside, outside and in all while adding parts.</i>
Essential Understanding: Numbers can be used to tell how many.		Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame:
Materials: • Number cards 12 -20 (Teaching Tool 10) • Two-color counters (or teacher tool 14)		Language and Word Wall: More, fewer
Lesson: Making 6-7		Instructional Time: 20 minutes
<p>Opening: (3 minutes)</p> <p>T: "You have learned how to show numbers up to 19 using ten-frames. Today you will use ten-frames to show those numbers and find numbers that are more or fewer."</p> <p>T: "Every one hold up 5 fingers. (Teacher needs to demonstrate holding up 5 fingers)"</p> <p>S: <i>will hold up 5 fingers.</i></p> <p>T: "Put one finger down."</p> <p>S: <i>will put one finger down.</i></p> <p>T: "Now you have 1 fewer finger up. Before you had five fingers up now you have...? Count with me, 1,2,3,4 fingers up."</p> <p>S: <i>will count with the teacher "1,2,3,4"</i></p> <p>T: "Let's do it again. Show me 6 fingers."</p> <p>S: <i>will hold up 6 fingers.</i></p> <p>T: "Now I want you to add two more fingers, like this."</p> <p>S: <i>will hold up 2 more fingers.</i></p> <p>T: "Now, how many fingers are we holding up? Let's count. 1,2,3,4,5,6,7,8. 8 fingers."</p> <p>S: <i>will count with the teacher "1,2,3,4,5,6,7,8"</i></p> <p>Introduction to New Material (Direct Instruction): (7 minutes)</p> <p>T: "I am going to tell you a story. As I tell you the story I am going to use the two ten-frames on the board. There are 12 people invited to a picnic. 12 people, I need 12 counters. I will move those 12 counters on to the ten-frames. Count with me 1,2,3,4,5,6,7,8,9,10,11,12."</p> <p>S: <i>will count with the teacher, "1,2,3,4,5,6,7,8,9,10,11,12"</i></p> <p>T: "Then 1 more person is invited. We need to add one more counter to the ten-frame. How many people will be at the picnic? Tell your neighbor."</p> <p>S: <i>will turn to their neighbor and say, "13"</i></p> <p>T: "Raise your hand and tell me how many people will be at the picnic."</p> <p>S: <i>will raise their hands and say "13 people will be at the picnic"</i></p> <p>T: "Yes, 13 people will be at the picnic. Let's do a couple more problems. But before we do that I need you to get your white board, marker and eraser. I will call you by row, then return to the carpet, put it in front of you and wait for everyone else to return."</p> <ul style="list-style-type: none"> Teacher will call on students to collect their white boards, markers and erasers. <p>T: "It looks like every one is ready. Let's start by drawing two ten-frames on your boards."</p> <p>S: <i>will draw two ten-frames on their boards.</i></p> <p>T: "We will use the number 18. Draw 18 dots on your ten-frame like this."</p> <ul style="list-style-type: none"> The teacher will demonstrate how to draw the ten-frame and fill it up with dots to represent the numbers. <p>S: <i>will draw 18 dots in the two ten-frames.</i></p> <p>T: "You have all drawn your 18 dots. Now draw 1 more."</p> <p>S: <i>will draw 1 more dot.</i></p> <p>T: "How many dots do you have now? Count them and then raise your hand."</p> <p>S: <i>will count the dots then raise their hand and say "19"</i></p> <p>T: "Correct, when we add 1 more we have 19."</p>		

- Write the diagram seen on the guided practice sheet and fill in the blank. 1 more _____ / 1 fewer _____.

T: "Now I need you to erase the dot you just drew so you only have 18 dots again."

S: will erase the added dot.

T: "You now have 18 dots. Now I need you to show me what 1 fewer dot looks like. Do we add a dot or take one away? Tell your neighbor."

S: will turn to their neighbor and say "add" or "take away"

T: "We take away a dot when we say fewer. So, everyone erase 1 dot."

S: will erase 1 dot.

T: "Now how many dots do you have? Raise your hand when you know."

S: will count their dots and then say "17"

T: "Yes when you have 1 fewer than 18 dots, you have 17 dots. Let me write it. 1 fewer is 17."

- Do this again with one more 1 depending on the students. If they need more help do two more numbers.
- Collect the white boards, erasers and markers.

Independent Practice: (6 minutes)

T: "Now it is your turn. You will each be given a paper. You need to do problems 1-8. We will review them when you are done. You will be given 5 minutes."

S: will start their work.

- Teacher will pass out papers and walk around the room helping students.
- Not all students need to finish every question. Collect the students back to the carpet when most are done.

Closing: (3 minutes)

- Hand out white boards, markers and erasers again.

T: "Let's do problems 3 and 7 together."

- Go through problems 3 and 7 the same way you did above.

T: "Good job, now I am going to write 2 problems on the board and I want you to fill in the blank. When you are done hold up your board so I can check your answer."

- Write problems 9 and 10 on the board. $12 + \underline{\quad} = 13$ and $12 + \underline{\quad} = 14$.

S: will write the problems and fill in the blanks on their board.

T: "12 + what = 13? Show me with your fingers."

S: will show the number of fingers needed to represent the number needed to make 13."

T: "You are right, $12 + 1 = 13$. 12 + what = 14? 12, 13, 14. (Show with your fingers) Show me with your fingers."

S: will show 2 fingers.

T: "Well done, $12 + 2 = 14$. Erase your board and let's do a story problem. Rosi has 14 grapes. Draw 14 circles on your board."

S: will draw 14 circles on their boards.

T: "Stephen has 2 more grapes than Rosi. Let's draw 2 more circles."

S: will draw 2 more grapes.

T: "How many grapes does Stephen have? Let's count, 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16. Write the number."

S: will write 16.

- Continue with problems 12 and 13 as a whole group.

Assessment:

Guided Practice