

Grade 1	Lesson: 7-3 Counting by 10s to 120	Reference to English
Math Standard(s): 1.NBT.2c		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. <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. <i>I can speak the words inside, outside and in all while adding parts.</i></p>	
<p>Essential Understanding: The decade numbers are built on groups of ten. The oral names are similar, but not the same as the number of tens counted.</p>	<p>Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame:</p>	
<p>Materials:</p> <ul style="list-style-type: none"> Mini Ten-frames (teaching tool 6) scissors 	<p>Language and Word Wall: Faster,</p>	
Lesson:		Instructional Time: 25 minutes
<p>Opening: (2 minutes) T: "You have learned to show numbers from 11 to 19 as a group of 10 and some more. Today you will learn how to show groups of 10s to help you count." <ul style="list-style-type: none"> Have 12 students stand up in a line in the front of the class and hold up their hands. Count all of their fingers to 120. T: "We are going to count their fingers. Help me count, 1,2,3,4,5,6,7,8,9,10, (then move on to the next student and continue until you have counted all the fingers) 11,12,13,14,15...120! Thanks for counting with me, but didn't that take a long time?"</p> <p>Introduction to New Material (Direct Instruction): (3 minutes) T: "What is another way to count to 120 that would be faster?" <i>S: will respond with a variety of answers (they should know a variety of ways because of calendar math they do every day)</i> T: "How many fingers is each child holding up? Count with me, 1,2,3,4,5,6,7,8,9,10. Ten fingers! Let's count all their fingers by ten. 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120." <i>S: will count by 10s with the teacher.</i> T: "That was a lot faster!! Thanks for your help, you may all sit down." <i>S: the 12 students will sit down.</i> T: "Let's clap to 40, every time we clap (because we have ten fingers) is worth 10. Count with me, and don't forget to say, 10, 20, 30, 40." <i>S: will count by 10s to 40.</i> T: "Good job, let's count by 10s to 90 and don't forget to say it, 10, 20, 30, 40, 50, 60, 70, 80, 90. Awesome!" <i>S: will clap with teacher to 90.</i></p> <p>Guided Practice: (10 minutes) <i>Use the modeling cycle:</i> Teacher Does:</p> <ul style="list-style-type: none"> Make sure the students are always clapping and saying the numbers aloud as they do this activity. T: "I am going to say a number like 6. Then we will count by 10s 6 times. Like this, 10, 20, 30, 40, 50, 60. So there are 6 tens (write it on the board). Let's try it together. I will say 2, you count." <i>S: will count by 10s to 20, "10, 20"</i> T: "Good, 2 tens equals 20. I will write that on the board." <p><u>1 Students Does with Teacher:</u> T: "Now I need a helper."</p> <ul style="list-style-type: none"> Teacher will choose a student. T: "I will say a number, we will count by 10s that many times and hit our hands together, like this. 5, 10, 20, 30, 40, 50. (as the teacher and student slap hands together they verbally count by tens 5 times to reach 50). T: "Let me write that on the board, 5 tens equals 50." <p><u>2 Students Do:</u> T: "Now I need two students to come up and show us how it is done."</p> <ul style="list-style-type: none"> Teacher will choose 2 students. 		

T: "I am going to choose a number and you will count by 10s that many times while clapping your hands together. The numbers is 7."

S: will verbally count by 10's 7 times to reach 70 while clapping hands together with partner, "10, 20, 30, 40, 50, 60, 70"

T: "Good job, I will write it on the board, 7 tens equals 70."

All Students Do:

T: "Now it is your turn. You will need to pick a partner. When I say a number you will clap your hands together and count by tens that many times."

S: will stand up, find a partner and wait for the teacher to say the number.

- Teacher will say at least 5 numbers and write them on the board after the students do their part.
- When finished bring the students back to the carpet.

Independent Practice: (5 minutes)

- Have four filled in ten-frames already on the board.

T: "Now it is our turn to do it on your own. Each of you will be given a paper with 5 problems. The first 4 you will need to count by 10s and fill in the blanks. The fifth problem you will not be given a picture, but you still need to count by 10s and fill in the blank. Let's do the first one together."

T: "Look at the board, how many ten-frames do you see? Show me with your fingers."

S: will show 4 fingers.

T: "Yes, there are 4 ten-frames, so we will write 4 tens. How much is that? Let's count by tens, 10, 20, 30, 40."

S: will count with the teacher by 10s to 40.

T: "Let's write 40. Now it is your turn. You will have 3 minutes to answer problems 2-5. When I clap, you will clean up and return to the carpet."

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

S: will do the worksheets.

- Teacher will bring the students back to the carpet.

T: Let's do #5 together. It is already written on the board. Let's say it together and fill in the blanks as we go, 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120."

S: will count with the teacher and fill in the blanks.

Closing: (2 minutes)

- Hand out white boards, erasers and markers.

T: "Time for the story problems. Jose has 3 boxes. Draw 3 boxes."

S: will draw 3 boxes.

T: "10 books are in each box. Draw 10 dots in each of the boxes to represent the books, and then show me your drawing."

S: will draw the dots in the boxes and show the teacher.

T: "Now, count by tens and write down how many books does Jose have. How many tens? _____ tens (write on the board). And how many in all? _____."

S: will count aloud and write, 3 tens and 30.

T: "Show me your boards so I can check your work."

S: will show the teacher their boards by holding them up in the air.

- Continue the same process to do problems 7 and 8.

Assessment:

Guided Practice