

Grade 1	Lesson: 7-4 Counting by 10s to 120	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: Counting and place-value patterns can be seen on a hundred chart. A hundred chart shows numbers in order in rows and columns.		Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame:
Materials: • Hundred chart (teaching tool 11) • Blank hundred chart (teaching tool 12)		Language and Word Wall: Digit, row, column, count forward, next,
Lesson:		Instructional Time: 25 minutes
<p>Opening: (2 minutes) T: "You have learned how to count by 10s. Let's count from 10 -120!" <i>S: will count from 10 – 120 with the teacher.</i> T: "Today, you will learn how to count numbers up to 100 and see patterns on a hundred chart." T: "What numbers do you say when you count forward from 5, let's say it together, 5,6,7,8,9." <i>S: will say, "5,6,7,8,9"</i></p> <p>Introduction to New Material (Direct Instruction): (5 minutes) • Have a large hundred chart up in the front of the class for all the students to see. T: "Look at this hundred chart. Raise your hand if you want to pick a number." <i>S: will raise their hands and say a number."</i> T: "You picked ____ (put a circle or something around it to make it stand out), what is 1 more?" <i>S: will raise their hands and say the number that is 1 more.</i> T: "What number is 1 less? Tell your neighbor." <i>S: will tell their neighbor the number that is 1 less.</i> T: This hundred chart has rows that go across (point out how they go across) and columns that go up and down (point out how they go up and down). Show me with your hands the directions rows go." <i>S: will show how the rows go across.</i> T: "Show me with your hands the direction the columns go." <i>S: will show how the columns go up and down.</i> T: "Look at the 1st column. What is the same about every number in the 1st column?" <i>S: will raise their hands and say "1" or "they all have 1's"</i> T: "Yes, the 1st column has 1s in every number. Another word for this number is digit. It can help you count by tens. 21, 31, 41, 51...." T: "Let's look at the 2nd column. What is the same about every number in the 2nd column?" <i>S: will raise their hand and say "they all have 2's"</i> T: "Yes, they all have 2's. Count with me, 22, 32, 42, 52, 62...." <i>S: will count with the teacher.</i> T: "Now let's look at the rows. Look at the 2nd row, 2nd digit. What can you tell me about those numbers? (point them out) <i>S: will respond, "2,3,4" or "go in order"</i> T: "The 2nd digit in those numbers go in order. They start with 1 and go up to 9 then 0. As you move your finger across like this to count them, the numbers get bigger. If you go in the other direction what happens to the numbers?" <i>S: will respond, "they get smaller"</i> T: "Yes, when you go from right to left, the numbers get smaller."</p> <p>Guided Practice: (8 minutes) <u>Use the modeling cycle:</u> Teacher Does: T: "I am going to pick a number and you have to tell your partner the next 4 numbers. For example if I say 5, you will say to your partner 6, 7, 8, 9."</p>		

2 Students Do:

T: "I need 2 students to come up and demonstrate."

- Teacher will choose 2 students.

T: "I am going to say a number and student #1 you will finish it. 21.

S: will say, "22,23,24,25."

T: "Student #2 did they say it correctly?"

S: will respond, "yes" or "no"

T: "Student #2 it is your turn, 54."

S: will say, "55, 6, 57, 58"

T: "Student #1 did student #2 say it correctly?"

S: will respond, "yes" or "no"

All Students Do:

T: "Now you need to stand up and pick a partner. You have 10 seconds."

S: will stand up and pick a partner.

T: "You all have a partner so you are ready. The number is 63."

S: will say the 4 numbers that come after 63, "64, 65,66,67"

T: "Did your partner say it correctly?"

- Continue this exercise with at least 4 numbers.
- Walk around the students, make sure every has an opportunity to speak and they are saying the numbers correctly in the correct order.
- Bring the students back together on the carpet.

Independent Practice: (5 minutes)

T: "Now it is your turn to do it on your own. We will do the 1st one together. The number we know is 14, what comes next? Tell your neighbor."

S: will turn to their neighbor and say, "15, 16, 17, 18."

T: "Let's say it together, 15,16,17,18."

- Write the numbers on the board as the class says them.

T: "I will give each of you a paper. Please do problems 2-10. You will have 4 minutes."

- Teacher will call on the students to go to their tables and get to work (it would be best if the papers were already at their tables ready to use).
- When most students are finished, give them a warning that they have 20 seconds left and start counting down. By the time the teacher gets to 0 the students should be sitting on the floor ready for the next part of the lesson.

Closing: (4 minutes)

- Have numbers 9 and 10 already written on the board.

T: "I want to do problem 9 with you. Help me fill in the blank. What number comes after 34 on the hundred chart? Raise your hand?"

S: will raise their hands and say "35"

T: "You are right, 34, then 35, 36, what is next?"

S: will say "37"

T: "You are correct. Now let's look at the numbers below the 30s. What is the 1st number missing?"

S: will say "44"

T: "Correct, 44, 45, then what? Every one say it together, 44, 45, 46."

S: will say "46"

- Do the same thing with problem number 10.

T: "Time for a couple story problems. Billy is counting forward. He has counted to 50. What are the next 5 numbers? Say them as I write the on the board."

S: will say, 51,52,53,54,55.

T: "Awesome! Gina is counting pennies. She counts to 79. What number comes next? You can look at the hundred chart and then tell your neighbor."

S: will tell their neighbor "80"

T: Raise your hand and tell me what number comes after 79."

S: will raise their hands and say "80"

T: "Yes, 80 comes after 79."

Assessment:

