

Grade 1	Lesson: 7-5 Using Skip Counting	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: Skip counting can be used to find the total number of objects in a collection of equal groups.		Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame:
Materials: • Counting cubes • Paper bag		Language and Word Wall: Skip count
Lesson:		Instructional Time: 25 minutes
<p>Opening: (3 minutes)</p> <p>T: "You have learned how to count on a hundred chart. Count with me by 10s."</p> <ul style="list-style-type: none"> Point at the 10s on the hundred chart as you count. <p>S: will count by 10s on the hundred chart.</p> <p>T: "Today you will use skip counting to find a total number of objects."</p> <ul style="list-style-type: none"> Display the 12 ten-frames used in lesson 7-3. <p>T: "Here are the 12 ten-frames we used in a previous lesson. Let's count them again. Count with me 10,20,30,40,50,60,70,80,90,100,110,120."</p> <p>S: will count by 10s, 10 – 120 with the teacher.</p> <p>Introduction to New Material (Direct Instruction): (3 minutes)</p> <ul style="list-style-type: none"> Draw story on the board as you say it to the students. <p>T: "Let me tell you a story. Jane is making 5 toy robots. She wants to put 2 buttons on each robot. How many buttons does she need? I am going to draw this one on the board. I will draw a circle for each robot. How many circles do I need to draw? Show me with your fingers."</p> <p>S: will show 5 fingers.</p> <p>T: "Most of you had 5 fingers up because Jane said 5 robots. And Jane wants to put 2 buttons on each robot. So I will put 2 dots in each circle. How many buttons do I have? Count and tell your neighbor."</p> <p>S: will count the dots and tell their neighbor "10"</p> <p>T: "Raise your hand and tell me how many buttons."</p> <p>S: will raise their hand and say "10"</p> <p>T: "How do you know that? Did you count? Let's count together, 1,2,3,4,5,6,7,8,9,10."</p> <p>S: will count with the teacher."</p> <p>T: "Is there a faster way to count. Let's try counting by 2s because there are 2 dots in each circle. 2,4,6,8,10. Let's do it one more time, 2,4,6,8,10."</p> <p>S: will count with their teacher 2,4,6,8,10.</p> <p>T: "This is called skip counting.</p> <p>Guided Practice: (10 minutes)</p> <p><u>Use the modeling cycle:</u></p> <p>Teacher Does:</p> <p>T: "When we first started counting by 10s I had you stand up, get in groups of 2 and count by tens while clapping each others hands. Student #1 stand up and do it with me real fast. We will count from 10 -120 while clapping each other's hands at each number. Don't forget to say it with me. 10,20,30,40,50,60,70,80,90,100,110,120."</p> <p>S: will clap and count with the teacher.</p> <p>T: "Thank you very much for your help. Please sit down."</p> <p>T: "Today we are going to do a similar activity, but we are going to skip count by 2s. You only need 2 fingers this time, not all ten! You will hold up 2 fingers like this. Then you will clap your partners 2 fingers and start skip counting by 2s. 2,4,6,8,10,12,14,16..."</p>		

1 Students Does with Teacher:

T: "I need a student to come up and do it with me."

- Teacher will choose a student.

T: "Two fingers ready, let's start counting as we clap our two fingers together! 2, 4, 6, 8, 10, 12, 14, 16, 18, 20."

S: will clap to fingers together with the teacher as the skip count to 20.

T: "Good job, please sit down."

2 Students Do:

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

- Teacher will choose 2 students to come up and demonstrate.

T: "Two fingers ready, start skip counting by 2s to 20!"

S: will clap to fingers together as they skip count to 20.

All Students Do:

T: "Now I need you all to stand up pick a partner and start skip counting by 2s. You will need to go all the way to 50. You have 4 seconds to find a partner. Stand up, 4,3,2,1. Every one has a partner. Begin."

S: will skip count with their partner to 50.

- Remind the students that they can use the hundred chart if they get stuck.
- Bring the students back together and repeat the same exercise with 5s and 10s.

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 5 problems. We will do the first one together, and you will do the rest on you own."

T: "The word is button, how many buttons are there in all. Count the buttons on one of the robots. 1,2,3,4,5,6,7,8,9,10. So, let's count by 10s 6 times. 10, 20, 30, 40, 50, 60."

S: will count with the teacher.

T: "Now let's fill in the blanks on the paper, they already have 10 and 20, let's write 20, 30, 40 50, 60."

T: "The next questions is asking about the wheels

- Teacher needs to circle the wheels and leave it posted on the board. (it might be good to do the same with the lights and mittens)

T: "Now it is your turn. Your papers are on your table. You may begin as soon as I call your table."

S: will do the worksheets.

- Teacher will bring the students back to the carpet.

Closing: (3 minutes)

- Pass out the white boards, markers and erasers.

T: "I have problem 5 on the board. Help me fill in the blank. We are skip counting by 5s, so what comes next?"

S: will respond, "35"

T: "Good, count with me, 30 ,35, 40, 45, 50, then what? Write it in the air and say it when you write it."

S: will write 55 in the air and say it.

T: "I need a student to come up and fill in the blanks."

S: one student will go up and fill in the blanks with 65 and 70.

T: "Perfect, let's skip count by 5s together, 30, 35, 40, 45, 50, 55, 60, 65, 70.

S: will skip count by 5s with the teacher.

T: Let's do problems 6-8. Problem 6 is a story problem. I need you to draw the picture as I read the story."

S: will draw the pictures of the story on their white board.

T: "There are 6 necklaces. Draw 6 necklaces."

S: will draw 6 necklaces.

T: "Jane put 10 beads on each necklace. Draw the ten beads on each of the 6 necklaces."

S: will draw the 10 beads on each necklace.

T: "How many beads are there in all? Skip count by 10s and write the number on your board."

S: will skip count by 10s and will write 60 on their board.

T: "Show me the answer."

S: will raise their boards in the air and show the teacher the answer.

T: "Let's count it together. 10, 20, 30, 40, 50, 60. There are 60 beads! Good job."

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

Assessment:

