Grade 1	Lesson: 7-6 Problem Solving: Look for a Pattern	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 can solve addition problems by recognizing and recording its parts with a small group.*	Students will speak the words inside, outside and in all while adding parts. *I can speak the words inside, outside and in all while adding parts.*
Essential Understanding: Some problems can be solved by identifying elements that repeat in a predictable way.	**Academic Vocabulary:** **Listen:** **Read:** **Write:** **Speak:** **Sentence Frame:**
Materials: • Two-color counters (teaching tool 14)	**Language and Word Wall:**

Lesson:	Instructional Time: 20 minutes

Opening: (3 minutes)

T: "You have learned how to find patterns on a hundred chart, and you know how to skip count. Today you will learn how to use number patterns to solve problems."

• Show students 4 trains of connecting cubes, each with 5 cubes.

T: "How can we use skip counting to find out how many cubes you have in all? Each train has 1,2,3,4,5 cubes, so I can skip count by 5s. Skip count with me, 5, 10, 15, 20."

S: *will skip count with the teacher, "5, 10, 15, 20"*

T: "There are 20 cubes."

Introduction to New Material (Direct Instruction): (12 minutes)

• Hand out white boards, erasers and markers.

T: "Today we are going to do 5 story problems together. You will need to draw the stories on your white boards. Then we will use your drawings to skip count."

T: "There are 5 leaves. Draw 5 leaves. I will draw 5 leaves too. Each leaf has 2 ladybugs. Draw 2 ladybugs on each leaf."

S: *will draw the leaves and put 2 ladybugs on each.*

T: "How many ladybugs are there in all? How should we skip count them? – by 10s?"

S: *will respond, "no"*

T: "-by 5s?"

S: *will respond, "no"*

T: "- by 2's?"

S: *will respond, "no"*

T: "You're right, let's skip count by 2s, 2,4,6,8,10."

S: *will count by 2s with the teacher.*

T: "Now I want you to write those numbers, I will right them with you, don't forget to say them as you write them, 2,4,6,8,10."

S: *will write and say, "2,4,6,8,10"*

T: "How many ladybugs are there in all? Raise your hand."

S: *will respond, "10"*

• Go through problems 2-6 the same way.

Closing: (5 minutes)

T: "Now we are going to write a story problem together. How about we write a problem that has to do with buses and people. How many buses should we start with?"

S: *will raise their hands and give a number.*

T: "Okay, does each bus have 2 people, 5 people or 10 people on it?"

S: *will give an number "2" or "5" or "10"*

T: "So, there were _____ buses. Each bus has _____ people. Draw the pictures."

S: *will draw the story problem.*

T: "How many people were there in all? How should we count, by 2s, 5s or 10s?"

S: *will respond, "2" or "5" or "10"*

• Teacher and students will skip count the number of people on the buses.

T: **"How many people were there in all?"**
S: *will respond with the amount of people on all the buses all together.*
Assessment:
Observation of White board work.