Grade 1	Lesson: 8-1 Counting with Groups of 10 and Leftovers	Reference to English

Math Standard(s): 1.NBT.2.a   **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: Set of 10 can be perceived as single entities. In a standard numeral, the tens are written to the left of the ones. Numbers can be used to tell how many.	**Academic Vocabulary:** **Listen:** **Read:** **Write:** **Speak:** **Sentence Frame:**
Materials: • Connecting cubes	**Language and Word Wall:**

Lesson:	Instructional Time: 25 minutes

Opening: (3 minutes)

T: "You have learned how to make sums to 10. Today you will learn how to show two-digit numbers as groups of ten and leftover ones."

• Hold up 12 crayons.

T: "I have 12 crayons. 1,2,3,4,5,6,7,8,9,10,11,12. If I fill a box that holds 10 crayons, like this, some crayons are left over."

• Fill a box that holds 10 crayons with the crayon.

T: "How many crayons fit in the box?"

S: *will say "10"*

T: "How many crayons are left over?"

S: *will say, "2"*

Introduction to New Material (Direct Instruction): (4 minutes)

• Write 34 on the board.

T: "Here are 34 cubes. How many groups of 10 can we make with 34 cubes? Let's make one group at a time. Count with me, 1,2,3,4,5,6,7,8,9,10."

S: *will count with the teacher.*

T: "That is one group. Next, 1,2,3,4,5,6,7,8,9,10"

S: *will count with the teacher.*

T: "That is two groups of 10. Next, 1,2,3,4,5,6,7,8,9,10"

S: *will count with the teacher.*

T: "How many groups of 10 do we have so far? Count together, 1,2,3." (as the teacher counts hold up the trains of cubes)

S: *will count with teacher.*

T: "There are 3 groups of 10. How many are left over. Count with me, 1,2,3,4."

S: *will count with the teacher.*

T: "There are 4 cubes left over. 34 is 3 groups of 10 and 4 left over."

Guided Practice: (10 minutes)

Use the modeling cycle:

Teacher Does:

"Now I want you to work in groups of 2 to figure out 2 problems on your own. First I will show you what I expect."

1 Students Does with Teacher:

T: "I need some one to help me."

• Teacher will choose a student to come up and help.

T: "I have written the number 26 on the board. Here are 26 cubes. How many groups of ten can you make? Count with the whole class."

S: *will make 2 groups of ten while counting with the other students.*

T: "How many groups of ten did you make?"

S: *will respond, "2"*

T: "How many are left over?"
S: will respond, "6"
T: "26 is 2 tens and 6 left over. Thanks for your help, now go back to your seat."

2 Students Do:
T: "Now I need 2 helpers. You will make the groups of ten together. Your number is 42. Here are 42 cubes. Get started. Everyone count together while they are making groups of 10."
S: will make groups of 10 and count as they go.
T: "How many groups of 10 did you make?"
S: will respond, "4"
T: "You made 4 groups of 10 and how many are left over?"
S: will respond, "2"
T: "Good, 42 is 4 groups of 10 and 2 left over!"

All Students Do:
T: "Now it is your turn! You can pick a partner, collect you cubes and figure out the 2 numbers on the board. 63 and 39."
S: will pick their partner and begin the activity.
• Teacher will bring the students back together and review the answers.

Independent Practice: (3 minutes)
T: "Now it is your turn! We will do the first problem together and then you will do 2-6 on your own."
• Draw problem #1 on the board.
T: "How many groups of 10 can we make from this picture?" (circle the groups of ten)
S: will respond, "2"
T: "How many are left over? Count with me, 1,2,3,4,5,6,7"
S: will count and respond, "7"
T: "Now let's fill in the blanks on the sentence. ____ is ____ groups of 10 and ____ left over."
S: will respond, "27 is 2 groups of 10 and 7 left over."
T: "Good, now it is your turn. Finish problems 2-6. We will review 2 of them. You have 5 minutes."
• Student will collect their papers and get started.
• Teacher will walk around the room helping students.
• After 5 minute bring the students back together. Review 2 questions the same way you did the 1st problem.

Closing: (5 minutes)
• Hand out the white boards, markers and erasers.
T: "We are going to do a story problem. Draw the story problem while I read it to you. The monkeys have 32 bananas. Draw 32 bananas. 10 bananas are in each bunch. Put circles around each group of 10 bananas."
S: will draw the story problem and circle the groups of 10 bananas.
T: "How many bunches or groups of 10 are there."
S: will respond, "3"
T: "How many bananas are left over?"
S: will respond, "2"
• Continue with the last two problems.

Assessment:

Guided Practice