

Grade 1	Lesson: 8-2 Numbers Made with Tens	Reference to English
Math Standard(s): 1.NBT.2.c		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: The decade numbers to 100 are built on groups of ten. When there are only tens, counting by 10s can be used to find how many there are in all. Numbers can be used to tell how many.		Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame:
Materials: <ul style="list-style-type: none"> Connecting cubes Index Cards 		Language and Word Wall: tens
Lesson:		Instructional Time: 30 minutes
<p>Opening: (3 minutes)</p> <p>T: "You have learned how to count groups of 10. Today you will count groups of 10 up to 100 and tell how many.</p> <ul style="list-style-type: none"> Show an unconnected group of ten connecting cubes. <p>T: "How many cubes are there? Let's count, 1,2,3,4,5,6,7,8,9,10."</p> <p><i>S: will count with the teacher.</i></p> <p>T: "So, this is a group of 10."</p> <ul style="list-style-type: none"> Connect the cubes. <p>T: "Is this still a group of 10? Thumbs up or down."</p> <p><i>S: will show thumbs up or down.</i></p> <p>T: "Yes, this is a group of 10. We will call this group 1 ten. How many tens do you see?"</p> <p><i>S: will respond, "1"</i></p> <p>Introduction to New Material (Direct Instruction): (5 minutes)</p> <ul style="list-style-type: none"> Hand out white boards, markers and erasers. Write the number 20 on the board. <p>T: "The 2 in the 20 means 2 tens because it is in the second place from the right."</p> <ul style="list-style-type: none"> Draw two groups of ten on the board (show ten by a straight line or a long rectangle or something that looks like 10 connecting cubes together). Explain that this pictures represents 1 group of 10. <p>T: "I am going to hold up a number, I want you to draw the amount of tens on your board. The first number is 40"</p> <p><i>S: draw 4 tens on the board.</i></p> <ul style="list-style-type: none"> Do this activity at least 3 more times. <p>Guided Practice: (12 minutes)</p> <p><u>Use the modeling cycle:</u></p> <p><u>Teacher Does:</u></p> <p>T: "Now you are going to play a matching game. I will separate you in to groups of 4. Each group will be given 2 decks of cards. 1 deck will have the pictures of tens, like these (show the students the picture cards) the other group will have numbers on them like this (show the students number cards)."</p> <p>T: "The point of the game is to match the pictures to their numbers. The first time you play you will have all the cards face up. You will take turns matching the pictures to their number. The second time you play you will have the cards face down."</p> <p><u>1 Students Does with Teacher:</u></p> <p>T: "I need one student to come up and help me play the game."</p> <ul style="list-style-type: none"> The teacher will choose a student. <p>T: "First, let's lay out all the cards face up. You go first and match the picture to its number."</p> <p><i>S: will find a matching picture and number.</i></p> <p>T: "Good job, remember, when you find your match I want you to say the number, for example, 5 tens is 50 or 7 tens is 70. You say it."</p>		

S: *will say the number of tens and then number they chose."*

T: **"Awesome, now it is my turn. I will pick a number card and its matching picture card. (Teacher will choose the cards and say the number of tens and the number on the card). ____ tens is _____. Your turn again."**

- Demonstrate picking the cards 1 more time.

T: **"Now that we have picked some cards I want to show you the next part of the activity. We are going to put all of our cards back, flip them all over and try to make matches again."**

- Put all the cards face down.

T: **"You go first, try to find a match, as you pick up the cards say ____ tens is or is not _____."**

S: *will pick two cards, first a picture card and second a number card and say the sentence frame while picking them.*

T: **"My turn. I will first choose a picture card, ____ tens. Now I will choose a number card, ____ tens is/is not _____. Your turn."**

- Do at least 2 rounds of this demonstration. Emphasize saying the sentence frame.

2 Students Do:

T: **"I need 4 students to come up and demonstrate how to take turns during this activity."**

- Teacher will choose 4 students.

T: **"First we start with all the cards (number and picture) face up. I want you to start, show the class what you need to do."**

S: *the 1st student will choose 2 cards, a picture card and a number card and say, "____ tens is _____."*

S: *the 2nd student will choose 2 cards, a picture card and a number cards and say, "____ tens is _____."*

- Let each student in the group have a turn.

T: **"Let's pretend you went through all the cards, now you need to flip them over and try to match them. Remember to say ____ tens is or is not _____."**

S: *will demonstrate how to do the activity.*

- Teacher will let the students do one round.

T: **"Well done! Please return to your seats."**

All Students Do:

T: **"Now it is your turn. I need all of you to please separate into your groups, come up and get your cards, then begin."**

- Teacher will separate the kids into groups and they will begin the activity.

S: *will do the activity.*

- Teacher will walk around the room, make sure the students are saying the sentence frame.

- Bring the students back together after 8 minutes through an attention getting signal.

T: **"5,4,3,2,1 clean up and come sit on the carpet. You have 20 seconds to be on the carpet."**

S: *will clean up their activity and sit on the carpet.*

Independent Practice: (5 minutes)

T: **"Now it is your turn. I will give each of you a paper to do independently. We will do the first problem together, then you will do the rest at your desk."**

- Draw problem 1 on the board.

T: **"Look at the picture on the board. Raise your hand if you can fill in the blanks in the sentence frame."**

S: *will raise their hands.*

T: **"Turn to your neighbor and say the sentence frame with the given information."**

S: *will turn to their neighbor and say "3 tens is 30."*

T: **"Let's say it together as I write it on the word, 1,2,3 (Count the groups of 10) 3 tens is 10, 20, 30 (count the groups of 10 again), 3 tens is 30."**

T: **"Good job, you may go to your desk and begin. You are doing problems 2-9."**

S: *will collect their papers and go to their desk to complete problems 2-9.*

Closing: (3 minutes)

- Teacher will clap their hands to bring the students back together.

T: **"Let's do 2 problems together before we start the story problems. I will draw two on the board- 3 and 9."**

- Go through problems 3 and 9 the same way you went through problem 1.

- Hand out white boards, eraser and markers.

T: **"Great! Now let's do problem 11. Remember to draw the pictures as I read the story. There are 2 buses. Draw 2 buses."**

S: *will draw 2 buses.*

T: **"10 people are on each bus. How many people do you draw on each bus?"**

S: *will respond, "10"*

T: **"Draw 10 people on each bus."**

S: *will draw 10 people on each bus.*

T: "How many people ride in the buses, count by tens."

S: will count by tens and say, "20" or "20 people"

- Go through problems 11 and 12 with the class the same way you have gone through 10.

Assessment:

Guided Practice