

Grade 1	Lesson: 8-3 Tens and Ones	Reference to English
<b>Math Standard(s): 1.NBT.2</b> <b>Domain: Number and Operations in Base Ten</b>		
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
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>
<b>Essential Understanding:</b> When objects are grouped in sets of 10 and leftovers (ones), counting the groups often and adding ones tells how many there are in all. Numbers can be used to tell how many.		<b>Academic Vocabulary:</b> <b>Listen:</b> <b>Read:</b> <b>Write:</b> <b>Speak:</b> <b>Sentence Frame:</b>
<b>Materials:</b> <ul style="list-style-type: none"> <li>Connecting cubes</li> <li>Place Value Mat (teaching tool 7)</li> </ul>		<b>Language and Word Wall:</b> tens
<b>Lesson:</b>		<b>Instructional Time: 25 minutes</b>
<p><b>Opening: (2 minutes)</b>  <b>T: "You have learned how to skip count by 10s. Skip count with me to 100. 10, 20, 30, 40, 50, 60, 70, 80, 90, 100."</b>  <b>S: will skip count with the teacher.</b>  <b>T: "Today you will count by 10s and by 1s, and write a two-digit number to describe how many."</b> <ul style="list-style-type: none"> <li>Hold up a bag of 32 cubes.</li> </ul> <b>T: "How many cubes do you think are in this bag?"</b>  <b>S: will guess the amount of cubes in the bag.</b> <ul style="list-style-type: none"> <li>Teacher needs to write the student guesses on the board.</li> </ul> </p> <p><b>Introduction to New Material (Direct Instruction): (2 minutes)</b> <ul style="list-style-type: none"> <li>Write 32 on the board.</li> </ul> <b>T: "Look at the number I just wrote on the board. Say it with me, "32". There are 32 cubes in the bag. 32 has 2 digits, a 3 and a 2. What digit shows the tens? Raise your hands."</b>  <b>S: will raise their hands and say, "3" or "2"</b>  <b>T: "The digit on the left is the tens. So the 3 shows the tens. The digit on the right is the ones, so the 2 shows the ones."</b> </p> <p><b>Guided Practice: (8 minutes)</b>  <u>Use the modeling cycle:</u>  <b>Teacher Does:</b>  <b>T: "I am going to separate you into groups of 3. Each group will be given 4 bags. You will 1<sup>st</sup> guess how many cubes are in the bag and write it down, like this (show the students where to write down their guess on the paper). Then you will need to figure out the fastest way to find out how many cubes are really in each bag (think aloud with different ideas for counting). Then you will write the number of tens and ones, like this (show the students where to write tens and ones).</b> </p> <p><u>1 Students Does with Teacher:</u>  <b>T: "Now I need a help."</b> <ul style="list-style-type: none"> <li>Teacher will choose a student.</li> </ul> <b>T: "Here is a bag of cubes, how many cubes do you think are in it?"</b>  <b>S: will guess.</b>  <b>T: "Write it down."</b>  <b>S: will write down their guess.</b>  <b>T: "Now, how many cubes are really in the bag?" (encourage students to make groups of 10)</b>  <b>T: will count the cubes."</b>  <b>T: "How many tens are there?"</b>  <b>S: will respond."</b>  <b>T: Write it down."</b>  <b>S: will write down the tens</b>  <b>T: "How many ones?"</b> </p>		

S: *will respond.*

T: **“Write it down.”**

S: *will write it down.*

All Students Do:

T: **“Now it is your turn. You will be put into groups of 3. You will be given 4 bags of cubes and 1 paper for the group. You will have 5 minutes to complete 4 questions. When I call your group you may get started.”**

S: *will begin the activity.*

- Teacher will walk around the room to keep students on task and help them use the language.

**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. Show me with your fingers how many tens there are.”**

S: *will show 3 with their fingers.*

T: **“Let me write that down, you showed there are 3 tens. Show me with your fingers, how many ones are there?”**

S: *will show 8 with their fingers.”*

T: **“Let me write that down, you showed there are 8 ones. If I put them together, 3 tens and 8 ones we get 38. Let me write that down.”**

T: **“Good job, you may go to your desk and begin. You are doing problems 2-8.”**

S: *will collect their papers and go to their desk to complete problems 2-8.*

**Closing: (3 minutes)**

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

T: **“Let’s do 3 problems together before we start the story problems. I will draw two on the board- 3, 7 and 8.”**

- Go through problems 3, 7 and 8 the same way you went through problem 1.

- Hand out white boards, eraser and markers.

T: **“Great! Now let’s do problem 9. Remember to draw the pictures as I read the story. Sue has juice boxes for her party. She has 3 packages of 10. How many packages does Sue have?”**

S: *will respond, “3”*

T: **“Draw 3 packages.”**

S: *will draw 3 packages.*

T: **“How many juice boxes are in each package?”**

S: *will respond “10”*

T: **“Yes, there are 10 juice boxes in each package.”**

S: *will respond, “10”*

T: **“Draw 10 juice boxes in each package.”**

S: *will draw 10 juice boxes in each package.*

T: **“And she has 7 extra juice boxes. Draw those too”**

S: *will draw the extra 7 juice boxes.*

T: **“How many juice boxes does Sue have? How many tens?”**

S: *will count by tens and say, “30” or “3 ten”*

T: **“How many ones?”**

S: *will respond, “7” or “7 ones”*

T: **“Good, now lets put the tens and ones together, 3 tens and 7 ones is 37.”**

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

**Assessment:**

**Guided Practice**