

Grade 1	Lesson: 8-4 Expanded Form	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>
<p>Students will solve addition problems by recognizing and recording its parts in small groups.</p> <p><i>I can solve addition problems by recognizing and recording its parts with a small group.</i></p>	<p>Students will speak the words inside, outside and in all while adding parts.</p> <p><i>I can speak the words inside, outside and in all while adding parts.</i></p>	
<p><b>Essential Understanding:</b></p> <p>Numbers greater than 10 can be represented as the sum of the tens and the ones.</p>	<p><b>Academic Vocabulary:</b></p> <p><b>Listen:</b></p> <p><b>Read:</b></p> <p><b>Write:</b></p> <p><b>Speak:</b></p> <p><b>Sentence Frame:</b></p>	
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Connecting cubes</li> <li>• Place Value Mat (teaching tool 7)</li> <li>• Number cars 0-11 (teaching tool 9)</li> <li>• 15 marbles and 1 small marble bag</li> </ul>	<p><b>Language and Word Wall:</b></p>	
<b>Lesson:</b>		<b>Instructional Time: 25 minutes</b>
<p><b>Opening: (3 minutes)</b></p> <p><b>T:</b> “You have learned how to show numbers as tens and ones. Let’s do one together. I will write a number on the board, you will tell me which number is the tens and which one is the ones. 67. Which number is the tens?”</p> <p><b>S:</b> <i>will raise their hand and say “6”</i></p> <p><b>T:</b> “Good, 6 is the tens, which number is the ones?”</p> <p><b>S:</b> <i>will raise their hands and say, “7”</i></p> <p><b>T:</b> “Yes, 7 is the ones.”</p> <p><b>T:</b> “Today you will learn how to write two-digit numbers in a new way.”</p> <p><b>T:</b> “You have 15 marbles in your hand. You can only fit 10 marbles in the marble bag, like this. Now, if you gave 10 marbles (the ones in the marble bag and the 5 left in your hand to a friend, would there still be 15 marbles? Thumbs up or thumbs down.”</p> <p><b>S:</b> <i>will show a thumbs up or down.</i></p> <p><b>T:</b> “Yes you would still have 15 marbles. The amount did not change, only the location.”</p> <p><b>Introduction to New Material (Direct Instruction): (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Use document cam to show the paper.</li> </ul> <p><b>T:</b> “Gadget the Robot can only understand two-digit numbers as tens plus ones. Gadget wants to find how many tens and how many ones are in 46. (write the number 46 on the board) Let’s use the cubes to help us add the tens to the ones (make 4 groups of 10 and 6 ones).”</p> <p><b>T:</b> “Here I have 46, 4 groups of 10 and 6 ones. On the board we have an equation, ____ = ____ + _____. Help me fill it in. I will put 46 in the 1<sup>st</sup> blank. 46 = ____ + _____. What does 46 equal? How many tens?”</p> <p><b>S:</b> <i>will respond, “4 tens”</i></p> <p><b>T:</b> “Yes, count with me, 1,2,3,4 tens. Let’s fill in the next blank. 46 = 4 tens + _____. Is there another way to write 4 tens?”</p> <p><b>S:</b> <i>will respond.</i></p> <p><b>T:</b> “How about like this, count the cubes with me again, 10, 20, 30, 40. 4 tens is also 40. Let’s put that in the equation instead. 46 = 40 + _____. How many ones?”</p> <p><b>T:</b> <i>will respond, “6 ones”</i></p> <p><b>T:</b> “Count with me, 1,2,3,4,5,6. 6 ones, let’s fill in the blank. 46 = 40 + 6. Awesome!”</p> <p><b>Guided Practice: (10 minutes)</b></p> <p><u>Use the modeling cycle:</u></p> <p><u>Teacher Does:</u></p> <p><b>T:</b> “Now I am going to separate you into groups of 2. Each group will be given a paper and cubes. You will need to fill in the blanks with the numbers I write on the board.”</p> <p><u>1 Student Does with Teacher:</u></p> <p><b>T:</b> “I need one student to come up and help me.”</p> <ul style="list-style-type: none"> <li>• Teacher will choose a student.</li> </ul> <p><b>T:</b> “The number is 32. First write 32 in the correct blank and then make the number with the connecting cubes.”</p>		

S: will write 32 and then make the number 32 with the connecting cubes.

T: **Good, now let's fill in the blanks. How many tens do you have?"**

S: will respond, "3 tens."

T: **"Write down the information where it belongs."**

S: will fill in the blanks with 3 tens and 30.

- Teacher will guide the student as needed.

T: **"How many ones do you have?"**

S: will respond, "2 ones"

T: **"Where do you write that number?"**

S: will write 2 ones and 2.

T: **"Good job, 32 is 3 tens or 30 and 2 ones."**

2 Students Do:

- Teacher will choose two students to come up and demonstrate the activity just like above.
- They will demonstrate taking turns and using the language.

All Students Do:

T: **"Now it is your turn. I will separate you into groups of 2. You will need to grab your paper and get started after I call your names. The numbers you will work on are 29, 53, 91 and 74."**

S: will do the activity

- Teacher will walk around the room helping groups and reminding students to use the number sentence.

**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."**

- Write problem 1 on the board.

T: **"Look at the number on the board. Draw a picture to represent the number."**

S: will raise their hands and one will come up and draw the picture.

T: **"Good, they drew 3 tens and 7 ones to represent 37."**

T: **"Now, let's fill in the blanks. How many tens are there?"**

S: will respond, "3 tens"

T: **Good, let me write it in. How many ones are there?"**

S: will respond, "7 ones"

T: **"Good, let me write it in. 3 tens + 7 ones = 37. What is another way to write 3 tens?"**

S: will respond, "30"

T: **"Yes, 30. Let me write that in the blank.  $30 + \underline{\quad} = 37$ ?"**

S: will respond, "7"

T: **"Yes,  $30 + 7 = 37$ . Let me fill in the last blank."**

T: **"Good job, you may go to your desk and begin. You are doing problems 2-6."**

S: will collect their papers and go to their desk to complete problems 2-6.

**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 6."**

- 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 7. I am going to read you a problem and write it on the board as I got, tell me if it is true or false."**

S: will respond.

T: **"Let's do number 8. Remember to draw the pictures as I read the story. Guess the number. It has 8 tens – draw 8 tens."**

S: will draw 8 tens.

T: **"The ones digit is 1 more than the 10s digit, how many ones are there? Draw them."**

S: will draw 9 ones.

T: **"What number is it? Write it on your board."**

S: will write 89 on their board."

- Go through problems 9 and 10 with the class the same way you have gone through 10.

**Assessment:**

**Guided Practice**

