

Grade 1	Lesson: 8-5 Ways to Make Numbers	Reference to English
Math Standard(s): 1.NBT.2		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: Numbers greater than 10 can be named in more than one way and have the same value.	Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame:	
Materials: <ul style="list-style-type: none"> Connecting cubes Place Value Mat (teaching tool 7) 	Language and Word Wall: Break apart a ten	
Lesson:		Instructional Time: 25 – 30 minutes
<p>Opening: (2 minutes)</p> <p>T: “You have learned how to count by 10s- 10,20,30,40,50,60,70,80,90,100, and ones. And you have learned to write a two-digit number to say how many. Today you will learn about using tens and ones to make numbers in different ways.”</p> <p>T: “Let’s use connecting cubes to make 24. Here are 24 unconnected cubes. How many groups of ten can I make?”</p> <p>S: will respond, “2”</p> <p>T: “Yes, 2 trains of 10 and how many ones will be left over?”</p> <p>S: will respond, “4”</p> <p>T: “You can also write an addition sentence to show this number. 2 tens (write it on the board) 4 ones is the same as $20 + 4 = 24$.”</p> <p>Introduction to New Material (Direct Instruction): (4 minutes)</p> <p>T: “Look at the board. We have written the number sentence $20 + 4 = 24$. Is there another way to make 24?”</p> <ul style="list-style-type: none"> Give the students an opportunity to respond, if they don’t have any responses, start changing the grouping of the connecting cubes.” <p>T: “Look at these connecting cubes. There are 2 tens and 4 ones. What happens if I break apart one of the 10s? (Break apart one of the tens) How many tens do I have now?”</p> <p>S: will respond, “1”</p> <p>T: “Yes, I have 1 tens and how many ones? Let’s count, 1,2,3,4,5,6,7,8,9,10,11,12,13,14. How many ones do I have? Tell your neighbor.”</p> <p>S: will tell their neighbor, “14 ones”</p> <p>T: “Let’s all say it together, how many ones do I have, “14 ones”. Perfect, let’s write it in the number sentence.”</p> <ul style="list-style-type: none"> Teacher will write $10 + 14 = 24$. <p>T: “Ten plus fourteen equals twenty-four. Good job. Is there any other way to break up the connecting cubes?”</p> <p>S: will respond with “yes” or “no”</p> <p>T: “Yes, there another way. What is it?”</p> <ul style="list-style-type: none"> If the students don’t know another way, start breaking up the final tens. <p>T: “What happens when I break up our last tens? How many tens do I have now?”</p> <p>S: will respond, “none”</p> <p>T: “You are right! There are no more tens. How many ones do I have? Let’s count them, (count 1-24).</p> <p>S: will count with the teacher.</p> <p>T: “There are 24 ones. Let’s write it in the numbers sentence. 0 tens plus 24 ones equals 24.</p> <ul style="list-style-type: none"> Write $0 + 24 = 24$. <p>Guided Practice: (10 minutes)</p> <p><u>Use the modeling cycle:</u></p> <p>Teacher Does:</p> <p>T: “Now I want you to work in 2s. You will be given a paper with 2 numbers on it. You need together to figure out how many different ways you can show that number.”</p> <p>2 Students Do:</p>		

T: "I need 2 students to come up. I will give you a number and connecting cubes. You will need to work together to figure out how many different ways you can show that number. We will watch you so we will know what to do. A couple of points to remember. Make the number with the connecting cubes 1st. Then start breaking down the tens. Also, don't forget to say everyone number sentence to your partner. The number is 53."

S: the 2 students will figure out together how many different ways they can show 53. They will write it down and say each number sentence.

All Students Do:

T: "They did a pretty good job, now it is your turn. When I call your groups you may get your paper, connecting cubes and get started. Your numbers are 68 and 35."

- The teacher will call the groups.
- The teacher will walk around the room to help the students as needed.

S: will do the activity.

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 number sentence."

S: will raise their hands.

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

S: will turn to their neighbor and say "23 = 20 + 3."

- As the teacher goes through this problem continue to write it on the board and breaking down the connecting cubes.

T: "Let's say it together as I write it on the board, 23 = 20 + 3. Is there any other way to show 23?"

S: will respond, "yes, 10 + 13."

T: "Yes, 10 + 13 = 23. (write it below the first number sentence) Is there another way to show 23? We have 20 + 3 = 23 and 10 + 13 = 23, any other ways?"

S: will respond, "yes, 0 + 23 = 23"

T: "Correct, let me write the last number sentence on the board and the we can say them all together. 20 + 3 = 23, 10 + 13 = 23, and 0 + 23 = 23."

T: "Good job, you may go to your desk and begin. You are doing problems 2-6. You have 4 minutes"

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. Remember to draw the pictures as I read the story. Carl made this model (draw the model on the board). What number is he showing? Write the number and the number sentence on your board. Remember it is ____ = ____ + ____ (write the number sentence on the board)."

S: will write the number and number sentence on the board.

T: "Tell you neighbor the number sentence."

S: will tell their neighbor, "39 = 20 + 19."

- Go through problems 8 and 10 with the class the same way you have gone through 7.

Assessment:

Guided Practice