

Grade 1	Lesson: 8-6 Problem Solving: Make an Organized List	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: Some problems can be solved by generating a list of outcomes and organizing that list in a systematic way so all outcomes are accounted for.	Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame:	
Materials: • Connecting cubes • Place Value Mat (teaching tool 7)	Language and Word Wall:	
Lesson:		Instructional Time: 25 – 30 minutes
<p>Opening: (2 minutes) T: “You have learned how to make numbers using tens and ones. Today you will make numbers with tens and ones and then use a table to make an organized list of your solutions.” T: “Lists help you keep track of information. Some of the list I use are: shopping list, student class lists, ... (explain what is on each list or tell a story about going to the store and having a list there to tell you what you need to buy. Or look at a list in the room and refer to it) T: “List are things we use every day.”</p> <p>Introduction to New Material (Direct Instruction): (4 minutes) T: “Today we are going to find all the ways to show numbers, but you are going to write them in a list not a number sentence. Let’s do one together.” • Write the number 67 on the board. T: “I have written 67 on the board. And here are 67 connecting cubes. Help me count, 10, 20, 30, 40, 50, 60, 61, 62, 63, 64, 65, 66, 67. 67 connecting cubes.” <i>S: will count with the teacher.</i> T: “Let me put that information in the list. There are how many tens? Count with me, 1,2,3,4,5,6. 6 tens.” <i>S: will count with the teacher.</i> T: “I will write 6 in the tens list. How many ones are there? Count with me, 1,2,3,4,5,6,7. There are 7 ones.” <i>S: will count with the teacher.</i> T: “I will write 7 in the ones list. 6 tens and 4 ones. Is there any other way to show 67?” <i>S: will respond, “yes, break down a tens.”</i> T: “Awesome, I will break down 1 tens. Now how many tens do I have? Tell your neighbor.” <i>S: will turn to their neighbor and tell them “5”</i> T: “Show me with your fingers how many tens I have now.” <i>S: will show with their fingers, 5</i> T: “Yes I have 5 tens, let me write that in the list. How many ones do I have, count with me, 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17. There are 17 ones.” <i>S: will count with the teacher.”</i> T: “I will write that in the ones list. So, 5 ten and 17 ones also equals 67.” • Continue this exercise until all the tens are broken down to ones. T: “Look at our list, how many ways are there to make 67?” <i>S: will respond, “7 ways”</i></p> <p>Guided Practice: (10 minutes) <u>Use the modeling cycle:</u> All Students Do: T: “Now I am going to break you up into groups of 2. You will need to figure out how many different ways there to make the number 84. You will each be given a sheet of paper and you need to fill in the list of ways to make 84, just like we did with 67. 1. 1st your make the number with connecting cubes.</p>		

2. 2nd you write how many tens there are and how many ones
3. 3rd you break down tens
4. 4th you write down how many tens you now have and how many ones.

You do this until you have no more tens. You may begin.”

- Teacher will break the students up into groups of 2.

S: *will go with their partners, collect the materials and begin the activity.*

- Teacher will gather the students back together after 3-4 minutes.

Closing: (4 minutes)

- Hand out white boards, markers and erasers.

T: “It is time for story problems. As I read the story I need you to draw and write the problem and answer. Remember today we are doing lists. Carl lists all the ways to show 25 as tens and ones. Please write all the ways you know to make 25 with tens and ones.”

S: *will write all the ways to make 25 with tens and ones.”*

T: “You have 10 more seconds, and then show me your boards.”

S: *will show the teacher their boards.”*

T: “Good job, Let’s do it together. Out number is 25. How many tens are in 25? Show me with your fingers.”

S: *will show 2 with their fingers.*

T: “Lets write 2 in the tens list. How many ones? Show me with your fingers.”

S: *will show 5 with their fingers.*

T: “I will write 5 in the ones list. I am going to break down one of the tens. Now how many tens do I have? Every one say it together.”

S: *will say “1”*

T: “Let me write one in the tens list. How many ones do I have? Let’s count together, 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15”

S: *will count with the teacher.*

T: “Yes, 15 ones, I will write that in the ones list. I have one more tens left. I will break it down. Now how many tens do I have?”

S: *students will respond, “0”*

T: “Correct, I will write that in the tens list. How many ones do I have?”

S: *will respond, 25.”*

T: “Awesome, there are 25 ones. I will write that in the ones list. How many ways are there to make 25 with ones and tens?”

S: *will respond, “3 ways”*

T: “Now lets move on to the next problem.”

- Continue this through the rest of the problems. If most of the students are understanding the concept don’t take so long to explain each problem.

Assessment:

Guided Practice