

<b>Grade 1</b>	<b>Lesson: 1-4 Making 9</b>	Reference to English
<b>Standard(s): 1.OA.1</b>		<b>Domain: Operations and Algebraic Thinking</b>
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
Students will write the numbers for the amount of dots I see and show their partner. 我可以写出我看到几个点点然后拿给我的同学看。		Students will say numbers 1-9 when counting dots to their partner. 我可以说出1-9来跟同学数有几个点点。
<b>Essential Understanding:</b> Numbers 6, 7, 8, 9, can be broken into parts of the whole in different ways.		<b>Academic Vocabulary for Word Wall:</b> <b>Listen:</b> <b>Read:</b> <b>Write:</b> <b>Speak:</b> 1,2,3,4,5,6,7,8,9 <b>Sentence Frame:</b> _____是全部。
<b>Materials:</b> • Counters - 2 sided counters (each side a different color) (or Teaching Tools 14) • Counters - (1 bag of 9 counters for each student)		<b>Additional Lesson Vocabulary:</b> 1,2,3,4,5,6,7,8,9 全部, 部分
<b>Lesson: Making 9</b>		<b>Instructional Time: 32 minutes</b>

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### Opening: (4 minutes)

T: "You have learned how to find parts for 6,7 and 8. Today you will learn how to find parts for 9."

T: "I need 6 counters."

- Show the counters on the board and move them around throughout the activity. Make sure they are big enough for all students to see.
- Write the number 6 on the board.

T: "They can be red or yellow. Show me with your fingers how many should be red."

- Teacher will demonstrate with her fingers how to show a number.

S: will show the number of counters they want to be red with their fingers.

T: "I see that most students have 2 fingers up. Perfect, here are two red counters. How many yellow counters do I need to make 6? Show me with your fingers."

S: will show with their fingers the number of yellow counters needed to make six.

T: "Good, we need 4 yellow counters to make 6. Tell your neighbor '4'."

S: will turn to their neighbor and tell them "4".

T: "We need to check to make sure we have 6 counters. Count with me 1,2,3,4,5,6."

S: students will count with the teacher, "1,2,3,4,5,6"

T: "Let's do it again, but this time I want to make the number 8."

- Write the number 8 on the board.

T: "Once again, they can be red or yellow. Show me with your fingers how many should be red."

S: will show the number of counters they want to be red with their fingers.

T: "I see that most students have 5 fingers up. Perfect, here are 5 red counters. How many yellow counters do we need to make 8? Show me with your fingers."

S: will show with their fingers the number of yellow counters needed to make 8.

T: "You are right! We need 3 yellow counters to make 8. Tell your neighbor 3."

S: will turn to their neighbor and say, "3"

T: "Awesome, let's check before we move on. Count with me, 1,2,3,4,5,6,7,8."

S: will count with the teacher, "1,2,3,4,5,6,7,8"

T: "Time for something new!"

### Introduction to New Material (Direct Instruction): (3 minutes)

T: "Now let's try it one more time with the number 9. Show me with your fingers how many red counters there should be."

S: will show with their fingers how many red counters there should be.

T: "It looks like most of you like the number 4. Perfect, let's put 4 red counters up on the board."

- Put 4 red counters on the board.

T: "How many yellow counters do we need to make the number 9? Show me with your fingers."

S: will show with their fingers how many yellow counters are needed to make 9.

T: "Good, we need 5 yellow counters."

- Put 5 yellow counters on the board.

T: "We have 4 red counters and 5 yellow counters. Count with me to make sure we made 9."

S: will count the counters with the teacher, "1,2,3,4,5,6,7,8,9"

T: "Yay we were right, we made 9 counters."

### Guided Practice: (10 minutes)

Use the modeling cycle:

Teacher Does:

T: "Now you get to do the same activity with a partner."

- 1<sup>st</sup> you will each be given a bag of counters.
- 2<sup>nd</sup> you will count the number of counters in your bag to your partner (don't forget to take turns counting).
- 3<sup>rd</sup> you will write down the number of counters on your paper.
- 4<sup>th</sup> you will look at the board. There is a list of numbers on the board, they are the same as the list of numbers on your paper. These numbers will represent the red counters. You will have to figure out how many yellow counters you need to make the number 9. And write that number down on your paper.
- 5<sup>th</sup>/last when I clap you will put the counters back in the bags, put them on the counter and return to the carpet."

1 Students Does with Teacher:

T: "I need a helper to come up and show me how to do the activity."

- Teacher will choose a student and help them as needed.

S: will get a bag of counters, count them aloud, write down the number of counters and then start with the 1<sup>st</sup>

**Assessment:**

**Guided Practice**