

Grade 1	Lesson: 1-6 Stories about Joining	Reference to English
Math Standard(s): 1.OA.1		Domain: Operations and Algebraic Thinking
Content Objective(s):	Language Objective(s):	
Students will solve addition problems by recognizing and recording its parts in small groups. 我可以写下和认识小组的部分来解答加法问题。	Students will say addition sentences. 我可以说出加法算式。	
Essential Understanding: Joining parts to make a whole is one interpretation of addition. Addition number sentences can be used to show joining situations	Academic Vocabulary for Word Wall: Listen: 结合 Read: Write: Speak: 加, 等于 Sentence Frame: 加法算式 - ____ + ____ = ____	
Materials: • connecting cubes • paper clips • small bags of 10 connecting cubes (1 per student)	Additional Lesson Vocabulary:	
Lesson: Making 6-7		Instructional Time: 20 minutes

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**Opening: (5 minutes)**

T: "You have learned how to write addition sentences to show parts and the whole. Today you will learn how to write addition sentences about joining groups."

T: "Here are paper clips. In this group there are 6 paper clips. Help me count them."

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

T: "There are 6 paper clips in the group. How many do you see in the other group? Help me count."

S: will count with the teacher, "1,2,3"

T: "In this group we have 6 paper clips and in the other group we have 3 paper clips. Now I am going to join the 2 groups together. How many paper clips do I have now? Count with me."

S: will count with the teacher the amount of paper clips, "1,2,3,4,5,6,7,8,9"

T: "Good, when I join the two groups together I have 9 paper clips."

**Introduction to New Material (Direct Instruction): (7 minutes)**

T: "Now I am going to hand every one bag of connecting cubes. Each bag should have 10 cubes. Please count them when I pass them out."

- Pass out the bags of connecting cubes to the students.

S: will count the connecting cubes in their bag aloud.

T: "All of you have your bags and you have all counted your cubes. Now I am going to tell you a story. Use the cubes as I tell you the story. I will too."

- As the teacher tells the story remember to act it out for the students.

T: "I was walking down the street, and I saw 1 red bus (hold up one red connecting cube). Then 2 more blue buses joined the red bus (hold up 2 blue connecting cubes). If I join the 1 red bus with the 2 blue buses how many do I have in all? Join your connecting cubes together like me and count them. When we join them, how many are there in all? Tell your neighbor."

S: will tell their neighbor, "3"

T: "Raise your hand, how many buses are there in all?"

S: student will respond, "3"

T: "You are correct, there are 3 buses in all, 1,2,3."

T: "Let's write the addition sentence down on the board.  $1 + 2 = 3$ . Say it with me  $1 + 2 = 3$ ."

S: will say the addition sentence with the teacher.

T: "Now say the addition sentence  $1 + 2 = 3$  to your neighbor."

S: will turn to their neighbor and say " $1 + 2 = 3$ "

- Repeat this activity with the problems on the guided practice, independent practice and problem solving sheets (don't forget to act out each story). Always give the students the opportunity to say the number sentence to their neighbor.

**Closing: (4 minutes)**

T: "You did a great job joining all those cubes to make the addition sentence. Lets do the last one together, number 8. I will read it to you and I want you to try to do it on your own. Lisa has 5 (hold up 5 fingers) blue beads. So, you need 5 what?"

S: will collect 5 blue cubes.

T: "Next, then she gets 3 (hold up 3 fingers) more blue beads. How many more blue beads did she get?"

S: will respond, "3"

T: "So, you have 5 and 3, when you join them, how many do you have in all?"

- Write down 3 different number sentences on the board.

T: "Which on of these addition sentences shows how many blue beads Lisa has in all?"

- Help the students choose the correct answer.

T: "Good job today, you learned about joining 2 parts together."

**Assessment:**

Observation during activity.