

<b>Grade 1</b>	<b>Lesson: 1-7 Adding in Any Order</b>	Reference to English
<b>Math Standard(s): 1.OA.03</b>		<b>Domain: Operations and Algebraic Thinking</b>
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
Students will order the numbers of an addition problem in two different ways then solve. 我可以两个不同的方式来写出一个加法问题的数字顺序然后解答。		Students will say 2 different addition sentences when solving a problem. 当我解答问题时，我可以说出两个不同的加法算式。
<b>Essential Understanding:</b> Two numbers can be added in any order.		<b>Academic Vocabulary for Word Wall:</b> <b>Listen:</b> 顺序, 加数 <b>Read:</b> <b>Write:</b> <b>Speak:</b> 数字 (1,2,3,4...) <b>Sentence Frame:</b> __ + __ = __ (5 加 2 等于 7)
<b>Materials:</b> • connecting cubes		<b>Additional Lesson Vocabulary:</b>
<b>Lesson: Making 6-7</b>		<b>Instructional Time: 30 minutes</b>

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**Opening: (4 minutes) –**

T: “You have learned how to add numbers and write addition sentences like this (write an addition sentence on the board). Today you will add the same numbers in a different order and compare the sums.”

T: “I need 5 helpers. 2 boys and 3 girls. When I choose you I want you to stand in a line.”

- Teacher will choose the 5 students. Make sure the girls are next to the girls and the boys are next to the boys.

T: “How many students are standing up? Let’s count them.”

S: will count with the teacher the students standing “1,2,3,4,5”

T: “There are 5 students. I will write 5 on the board.”

T: “If we start on this side of the classroom, are the girls or boys 1<sup>st</sup>?”

S: will respond, “the girls”

T: “Yes, the girls are first. Let’s write that in our addition sentence on the board. How many girls are there?”

S: will respond, “3”

T: “We have 3 girls, and how many boys?”

S: will respond, “2”

T: “You are right, there are 2 boys, let me write that on the board. So, we have 3 girls and 2 boys.  $3 + 2 = \underline{\quad}$ ? Please say the addition sentence to your neighbor.”

S: will turn to their neighbor and say “ $3 + 2 = 5$ ”

T: “Say it with me,  $3 + 2 = 5$ . Awesome. What happens if I have the boys and girls switch places? This way the boys come first. Once again, how many boys are there?”

S: will respond, “2”

T: “You are right, let me write it in the addition sentence on the board. 2 boys and how many girls?”

S: will respond, “3”

T: “Yes, there are 3 girls! Let me write that on the board. So first we have the boys, 2 and then we have the girls 3. Tell your neighbor this addition sentence.”

S: will turn to their neighbor and say “ $2 + 3 = 5$ ”

T: “Say the addition sentence with me, ‘ $2 + 3 = 5$ ’. When we changed the order of the numbers, did the number of child in all change? Thumbs up or down?”

S: will show thumbs up if the number of students did change or thumbs down if the number of students did not change in all.

T: “Thank you, you may all sit down.”

**Introduction to New Material (Direct Instruction): (1 minutes)**

T: “Today you will get to go to you tables and practice this activity. You will see if when you change the order of the numbers or addends, does it change how much there is in all.”

**Guided Practice: (8 minutes)**

Use the modeling cycle:

Teacher Does:

T: “Here I have yellow and green connecting cubes. I am going to start with the yellow side. There are 3 yellow. I am going to write that in the addition sentence 1<sup>st</sup>. There are also 4 green cubes. I will write that number or addend in the addition sentence 2<sup>nd</sup>. Now I will add them. 3 plus 4 equals 7. Let me write 7 at the end of the addition sentence.”

- Make sure you write all the parts of the addition sentence as you go. It is a good demonstration so the students know what to do.

T: “Now I am going to flip the cubes around. I am going to start with the green cubes. How many green cubes are there? Help me counts. 1,2,3,4. Thanks, there are 4 green cubes. I will write it down 1<sup>st</sup>. Then the yellow. There are 3 yellow, 1,2,3. I will write 3 down 2<sup>nd</sup>. How many cubes do I have all together? Tell your neighbor.”

S: will turn to their neighbor and say “7”

T: “I still have 7 cubes. If I add  $4 + 3$  or  $3 + 4$  is will always be 7. The order does not matter.”

1 Students Does with Teacher:

T: “I need one student to come up and demonstrate the activity for me.”

- Teacher will choose a student.

T: “You will 1<sup>st</sup> go to your table and find your paper and 6 connecting cubes. Each person will start with one and then switch. Show me how to walk to the table and get started.”

S: will walk to their table collect their paper and one of the groups of connecting cubes. They will sit down and get started.

T: “Remember when I did it, I was always talking. I was counting aloud and said I the addition sentence. I want you to do the same thing.”

S: will count the number of cubes aloud as they go. And write down the answers.

**Assessment:**

Guided Practice