

**Math: Grade 1, Lesson 3, Contextual Addition Problems within 20**

**Lesson Objective:** Students will build on lesson 2 and extend the number range to solve contextual addition problems within 20.

**Practice Focus:** Solving contextual addition problems within 20 using ten frames

**TN Standards:** 1.OA.A.1, 1.OA.C.5

**Teacher Materials:**

- Concrete manipulatives
- paper and pencil, or white board and markers

**Student Materials:**

- 20 counters (like goldfish crackers, M&Ms, dried beans or macaroni, pennies, etc.)
- Paper and a pencil, and a surface to write on
- The student packet for Math, Grade 1, Lesson 3 which can be found at [www.tn.gov/education](http://www.tn.gov/education)

Teacher Do	Student Do
<p><b><u>Opening</u></b></p> <p><b>Hello! Welcome to Tennessee's At Home Learning Series for math! Today's lesson is for all our 1<sup>st</sup> graders out there, though all children are welcome to tune in. This lesson is the third in our series.</b></p> <p><b>My name is ____ and I'm a ____ grade teacher in Tennessee schools! I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</b></p> <p><b>Today we will be practicing adding using 10 frames in mathematics. Before we get started, to participate fully in our lesson today, you will need:</b></p> <ul style="list-style-type: none"> <li>• 20 counters (like goldfish crackers, M&amp;Ms, dried beans or macaroni, pennies, etc.)</li> <li>• Paper and a pencil, and a surface to write on</li> <li>• The student packet for Math, Grade 1, Lesson 3 which can be found at <a href="http://www.tn.gov/education">www.tn.gov/education</a></li> </ul> <p><b>Ok, let's begin!</b></p>	<p>Student gets materials ready for the lesson.</p>
<p><b><u>Intro</u></b></p> <p><b>Do you have your objects ready to count with me? [Pause.] Let's look at this situation. [This problem should be written so students can see it along with the teacher.]</b></p> <p><b>Let's read this problem together. You can read along with me.</b></p> <p><b>TJ has 5 apples and Riley has 3 apples. How many apples do they have all together?</b></p>	<p>Student answers yes.</p> <p>Student reads along.</p>

<p><b>Let's count out the 5 apples that TJ has. Count with me.</b> [Use manipulatives and count.] <b>1, 2, 3, 4, 5.</b></p> <p><b>Let's count out the 3 apples that Riley has. Count with me.</b> [Use manipulatives and count.] <b>1, 2, 3. So how can we find out how many they have together?</b> [Pause.]</p> <p><b>We can count all of them. Let's count together.</b> [Use the manipulatives and count.] <b>1, 2, 3, 4, 5, 6, 7, 8.</b></p> <p><b>Good job! We counted 8 apples all together. Could we have found our answer a different way?</b> [Pause.] <b>Since we already know there are 5 in this group, we can also count on to find our sum. Count with me.</b> [Touch and count.] <b>5, 6, 7, 8. Good job!</b></p>	<p>Student counts with teacher.</p> <p>Student counts with teacher. Student answers count all of them.</p> <p>Student counts with teacher.</p> <p>Student answers. Student counts with teacher.</p>
<p><b><u>Teacher Model</u></b></p> <p><b>What would this look like in a 10 frame?</b> [Pause.] <b>Do you remember how to draw a 10 frame?</b> [Pause.] <b>Let's do one together!</b> [Draw as you explain.] <b>Draw a big rectangle. Be sure to make it big enough that your counters will fit inside. Then draw a horizontal line through the middle, and draw 4 vertical lines, like this. Do you remember how many parts are in the whole 10 frame?</b> [Pause.] <b>That's right, there are 10! Let's count together to check our work! 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.</b></p> <p><b>Do you remember our problem?</b> [Pause.] <b>TJ has 5 apples and Riley has 3 apples. How many apples do they have all together?</b></p> <p><b>Let's fill in the ten frame. Fill in 5 spaces with a counter for TJ's apples.</b> [Fill in ten frame.] <b>Great Job!</b></p> <p><b>Now fill in 3 spaces for Riley's apples.</b> [Fill in ten frame.] <b>Awesome work!</b></p> <p><b>Now look at the completed ten frame. What do you notice?</b> [Pause.] <b>What tells you that the answer is 8 apples?</b> [Pause.]</p> <p><b>That's right! There are 8 spaces taken up in the tens frame, 5 for TJ's apples and 3 for Riley's apples</b></p>	<p>Student answers. Student draws a ten frame along with teacher.</p> <p>Student answers. Student counts with teacher.</p> <p>Student fills in ten frame.</p> <p>Student fills in ten frame.</p> <p>Student answers. Student answers.</p>
<p><b><u>Guided Practice</u></b></p> <p><b>Let's change up the problem a bit. What if Riley has 7 apples instead of 3? Our new problem would be: TJ has 5 apples</b></p>	

<p>and Riley has 7 apples. How many apples do they have all together?</p> <p><b>What strategy could we use?</b> [Pause.] <b>Do you think making a ten would be a good strategy to use for this problem?</b> [Pause.] <b>You do?</b> [Pause.] <b>Awesome. Let's try that.</b></p> <p><b>Clear off your 10 frame or draw a new one.</b></p> <p><b>Riley has 7 apples, so let's put those in the tens frame. Do this with me.</b> [Fill in ten frame.]</p> <p><b>How can we split up TJ's 5 apples to complete the tens frame?</b> [Pause.] <b>Let's think. How many spaces do we have left?</b> [Pause.] <b>Count them with me.</b> [Touch and count.] <b>1, 2, 3. So, if we take 3 of TJ's apples and put them in the tens-frame, how many do we have left over?</b> [Pause.] <b>That's right, TJ still has 2 apples.</b></p> <p><b>Since we have the tens frame completely filled in, we know that this is now ten and there are two that are left over, so how many do we have all together?</b> [Pause.] <b>That's right, 10 and 2 more makes 12 apples all together!</b></p> <p><b>How did using the tens frame make this problem easier to answer?</b> [Pause.] <b>That's right! It helped us be organized!</b></p> <p><b>Let's try another problem! Clear off your 10 frame or draw a new one!</b> [Pause.]</p> <p><b>Let's read this problem together. You can read along with me! If TJ has 8 oranges and Riley has 6 oranges, how many oranges do they have all together?</b></p> <p><b>Use your tens frame to find the answer.</b> [Pause while student works.]</p> <p><b>So how did you do?</b> [Pause.] <b>Let's check your work! Did you put in 8 objects for TJ's oranges like this?</b> [Model.] <b>Then did you count out 6 objects to be Riley's oranges?</b> [Model.] <b>Did you put 2 in to fill in your tens frame completely?</b> [Model.] <b>You did! That's great!</b></p> <p><b>How many did you have left over?</b> [Pause.] <b>I heard someone say 4. That's spot on!</b></p>	<p>Student answers making a ten.</p> <p>Student answers yes.</p> <p>Student clears off ten frame.</p> <p>Student fills in ten frame.</p> <p>Student answers 3.</p> <p>Student answers 2.</p> <p>Student answers 12.</p> <p>Student answers it helps us be organized.</p> <p>Student clears off ten frame.</p> <p>Student works with ten frame and counters.</p> <p>Student answers.</p> <p>Student answers.</p> <p>Student answers.</p> <p>Student answers.</p> <p>Student answers 4.</p>
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<p><b>So 8 plus 6 is the same as 10 plus what number? [Pause.] 4!</b></p> <p><b>And what is your answer? [Pause.] That's right. 14!</b></p>	<p>Student answers 4.</p> <p>Student answers 14.</p>
<p><b><u>Independent Practice</u></b></p> <p><b>Great job students! Thanks for helping me use my ten frame to solve these problems. Now it's your turn to try some on your own. I'm going to read each problem for you and then you can work on your own after the show.</b></p> <p><b>Abby has 6 pink flowers and 9 yellow flowers. How many does she have altogether? [Pause.]</b></p> <p><b>Jake has 7 pencils and his brother Reece has 4 pencils. They put their pencils in a box together. How many pencils do they have? [Pause.]</b></p> <p><b>Thomas the cat has 9 toy mice. His owner found 7 mice under the sofa and gave them to Thomas. How many toy mice does Thomas have altogether? [Pause.]</b></p>	<p>Student completes independent practice sheet.</p>
<p><b><u>Closing</u></b></p> <p><b>I enjoyed doing some mathematics with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</b></p>	

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