

CT Lesson Plan 1

Lesson Title:	Suma tres números (Add Three Numbers)		
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Subject / Course:	Math		
Topic:	Operations and Algebraic Thinking		
CT Component(s):	Pattern Recognition		
Grade Level:	1st grade, TWI	Lesson Duration:	45 min

Standard(s) addressed:

1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.B.3 Apply properties of operations as strategies to add (commutative and associative).

Lesson Objectives / Learning Target:

- *Write addition expressions with three addends to represent word problems.
- *Find the total of three addends, using strategies such as making a ten and using doubles by grouping any two addends.

Materials / Curriculum:

Materials: Colored pencils, ten frame mat (see below), connecting cubes, pencil, crayons.
 Curriculum: Ready Math: Lesson 14, Session 2
[Interactive slide deck with objectives](#), vocabulary, we do/you do practice, and assessment

Vocabulary:

Reconocimiento de patrones-Pattern Recognition
 Sumandos-Addends

Repasar: sumar, más, signo de igual, ecuación (Review: add, plus, equal sign, equation)

Lesson Description - Using the empty space below, please include an outline of the overall lesson and how you will integrate one or more CT components into it. Use whatever format works best for you. The box will expand to accommodate your text if copying and pasting from another document.

Introduction:

- Remind students that so far in 1st grade we have been focusing on developing fluency with adding and subtracting numbers within 10, and about strategies that make adding, subtracting and solving word problems more efficient. Discuss that recognizing patterns such as number pairs that make 10 and the sum or difference of doubles ($4+4=8$, $4-4=0$) are strategies we have already practiced. “Today we will use the strategies we have learned to help us recognize patterns in equations when adding three numbers.”
- Present learning and language objectives: “Yo puedo escribir una ecuación de sumar con tres sumandos para resolver un problema verbal.” (I can write an addition equation with three addends to represent a word problem).
“ $\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$.”

Model/Practice (I do/we do):

- Drop a number of colored puff balls under document camera (of 3 different colors). Tell students we want to add up the groups of 3 different colors in order to find out how many pencils there are all together and express that quantity in an equation.
- Think aloud (I do): “First I want to find out how many there are of each color, it will be easier to count if I sort them into groups by color (group and count). I have 2 blue pencils, 3 yellow, and 8 green. I know that 8 and 2 are number pairs that make 10, then I can count on 3 more to find out how many all together, 10, 11, 12, 13. There are 13, $8+2+3=13$. I used strategies of making 10 and counting on to add to solve the problem.”
- We do: Show a ten frame mat and a number of colored cubes of 3 different colors. Use “lucky sticks” to randomly select students to help in identifying patterns, sorting colored cubes and organizing them into the ten frames. Continue with writing the equation and asking students to identify strategies that will help in solving the equation more efficiently.

Independent Practice (You do): Grab 3 Activity:

- Show an interactive slide with a 10 frame mat and a number of 3 different colored cubes as we did in the we do activity.
- Look for a pattern to sort the 3 colored groups of cubes and then an order in which will be most efficient to solve how many there are all together (e.g. sort into 3 colored groups, decide which two have quantities that can be combined easily, then add the third quantity). Move the cubes into the ten frame.
- Fill in the blanks on the slide to write an equation that matches the ten frame:
 $\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

Assessment Plan

Assessment:

- Teacher observation of cube groupings on 10 frame.
- Written equations.
- Response to questions: What pattern did you recognize that helped you solve the equation? What strategies did you use to help you?
- i-Ready end of lesson Comprehension Check

How was equity considered in your lesson?

- Culturally responsive?
- Accommodations for diverse learners?

*Lesson delivered in Spanish with important concepts bridged into English, addressing language needs.

*Use of sentence frames.

*Accessible examples.

*Use of realia, movement, manipulatives, graphics (10 frame mats), oral responses.

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