Lesson Subject	Lesson Title	Grade Level
Mathematics	What is grouping and regrouping?	1st grade

Student Academic Learning Objectives

- Students will be able to group and regroup to solve adding math problems.
- Students will be able to write numeric sentences to represent numbers on ten-frame.
- Students will be able to solve an adding equation by making 10.

Student Language Development Objectives

- Students will be able to use the vocabulary grouping and regrouping to solve a adding equation by making 10.
- Students will able to use oral expression to solve a math problem.

CCSS/State Content Standards	English Language Development Standards
1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.	*1. Exchanging information and ideas* Contribute to class, group, and participate during class activity, by listening attentively, following turn-taking rules, and asking and answering questions.

Materials and Preparation

- Computer
- Computer camera
- A double ten frame
- Counters
- Expo markers
- Index cards with vocabulary words

Anticipatory Set/Introduction

Procedures (How will you conduct the lesson? What will you do? What will the students do?)

To begin the lesson, I will ask students if they know the definition of grouping? While I hold up the word grouping written on an index card.

I will give students the opportunity to respond: the word grouping means to make groups.

Ask students, "have you done groups before?" wait for students to respond.

I will say "today we are going to learn to group and regroup numbers" and the definition of these words.

I will present on a computer camera showing two tens frames, I will write the number sentence 5 + 6 = ? First, I will place 5 red counters in one tens frame, and place 6 yellow counters in the second tens frame. I will then ask how many spaces are empty in the first tens- frame where the red counters are at? I will trace the squares and count them one-by-one aloud with the students. Can we move the yellow counters from the yellow group to the red group to complete a ten-frame? Students will respond yes, then I will physically move the counters. I will now say, "I just regrouped the counters. Regrouping means to group the counters again. Then, I will explain the prefix re- means to do over again, and give three more examples of how we use the prefix re-, such as recharge, reunite, resend in other vocabulary words. Then, I will ask the students what did I just do when I moved the counters, again? I anticipate students to say "regroup". I will ask a student to now think of another number sentence that describes the one full ten-frame with the red counters, and the one with the one yellow counter. I anticipate the student will say "10+1 = 11". Lastly, I will complete the lesson by saying 5+6 = 11, and therefore 10+1=11 as well.

Specific Strategies and Adaptations for English Learners

- Repetition of targeted words
- Use visuals/objects
- Enlargement of text/ writing
- Allow students to speak in their native language to answer questions or mention ideas

Specific Strategies and Adaptations for Students with Special Needs

- Complete activity using the I do, we do, you do
- Use different teaching strategies to help different ways of learning
- Enlarge print and add visual representation for numbers

Specific Strategies and Adaptations for Students from Underperforming Population Subgroups

- Count counters one-by-one to each number presented

Assessment of Student Academic Learning and Language Development Objectives

I will share my screen with the students and give them 5+8=? For them to solve this time I will ask a couple of students to help me with what I need to do in order to solve the problem. As they tell me what to write or what counters to move, I will do it. They will also come up with a

number sentence to represent the numbers on the two ten-frames. I anticipate the students will say first we will make one group of 5 and another group of 8 to represent 5+8=?. We can regroup by adding 5 counters to the top ten-frame to complete 10. Then the number sentence will be 10+3=13.

Closure
Exit ticket: Students will complete a math problem on their own using counters, and ten-frames to show both of their numerical sentences as they make 10 to solve the problem.