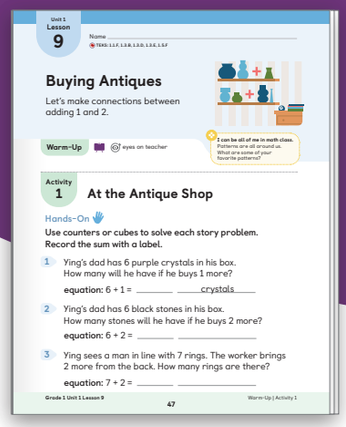
Unit 1
Lesson
9

Student Edition pages, Manipulatives, and Presentation Screens support learning in this lesson.



Buying Antiques

Adding 1 and 2

Let's make connections between adding 1 and 2.

Key Concepts

Today's Goals

1. **Goal:** Find the sum when adding 1 or 2 to a number.
2. **Language Goal:** Explain strategies for adding 2 to a number. **(Listening and Speaking)** **ELPS 1.B, 1.E, 2.B, 2.E**

Connections and Coherence

Students solve *Add To, Result Unknown* story problems involving adding 1 or 2 to the same number. They notice that the sum of a number and 1 can be used to find the sum of the same number and 2. Students practice adding 1 and 2 to a variety of numbers and make connections between counting and adding 1 and 2. **(TEKS 1.1.F)**

Prior Learning

In Lesson 8, students added 1 to numbers within 10 and made conjectures about adding 1 to a number.

Future Learning

In Lesson 10, students will determine whether addition equations are true or false and continue to develop their understanding of the equal sign.

Integrating Rigor in Student Thinking

- Students develop their **conceptual understanding** of adding 1 or 2 by relating addition to counting.
- Students develop **fluency** with addition within 10.

Vocabulary

Review Vocabulary

add

equation

sum

TEKS

Addressing

1.3.B

Use **objects and pictorial models to solve word problems** involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem.

Also Addressing: **1.2.A, 1.3.D, 1.3.E, 1.5.F**

Math Process Standards: 1.1.D, 1.1.F

ELPS: 1.B, 1.E, 1.F, 2.B, 2.C, 2.D, 2.E, 2.F

Building On	Building Toward
K.3.A	**2.4.A**
K.3.C	

Building Math Identity

I can be all of me in math class.
Patterns are all around us. What are some of your favorite patterns?

Invite students to reflect on this question as they complete this lesson

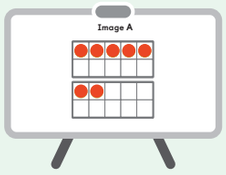
Lesson at a Glance 60 min

TEKS: 1.1.D, 1.1.F, 1.2.A, 1.3.B, 1.3.D, 1.3.E, 1.5.F

Warm-Up Fluency

Whole Class | 10 min

Students use the **How Many Do You See?** routine, in which they develop fluency by looking at and describing the different arrangements of counters displayed on two 10-frames. Students see that there are a variety of ways to see and describe these arrangements. **(TEKS 1.1.D)**



Activity 1

Pairs | 20 min

Students solve story problems about the rock collection belonging to Ying's dad. The problems involve adding 1 and 2 to the same number. Students notice that they can find the sum of a number and 1 and then add 1 more to find the sum of that number and 2.

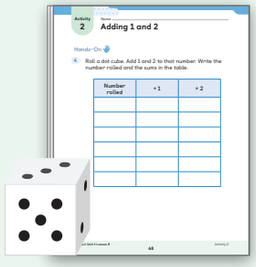
Manipulative Kit: connecting cubes, two-color counters
Materials: Unit Story, *Ying's New Town*

Activity 2

Pairs | 10 min

Students roll a dot cube and add 1 and 2. They make connections between counting and adding 1 and 2.

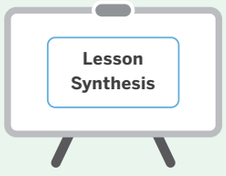
Manipulative Kit: connecting cubes (optional), two-color counters (optional), dot cube



Synthesis

Whole Class | 5 min

Students review and reflect on the relationship between counting and adding.

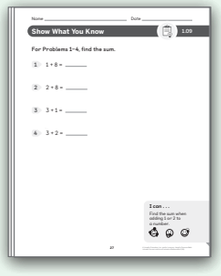


Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by finding the sum of an equation in which one of the addends is 1 or 2.

Manipulative Kit: *Show What You Know* PDF

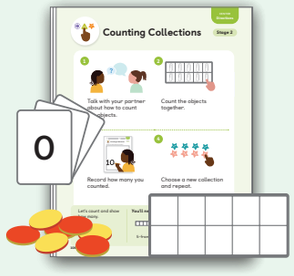


Center Choice Time

Small Groups | 15 min

Students have an opportunity to revisit these Centers to build fluency and practice with counting, representing objects with expressions, and adding 1 and 2.

- Counting Collections
- Cover Up
- Shake and Spill



Math Language Development

EB Emergent Bilinguals

Consider using the Math Language Development Resources with **Activity 1, Monitor** to support math language acquisition.

✓Cognates ✓Sentence frames and word bank
✓Visuals

ELPS 1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F

Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

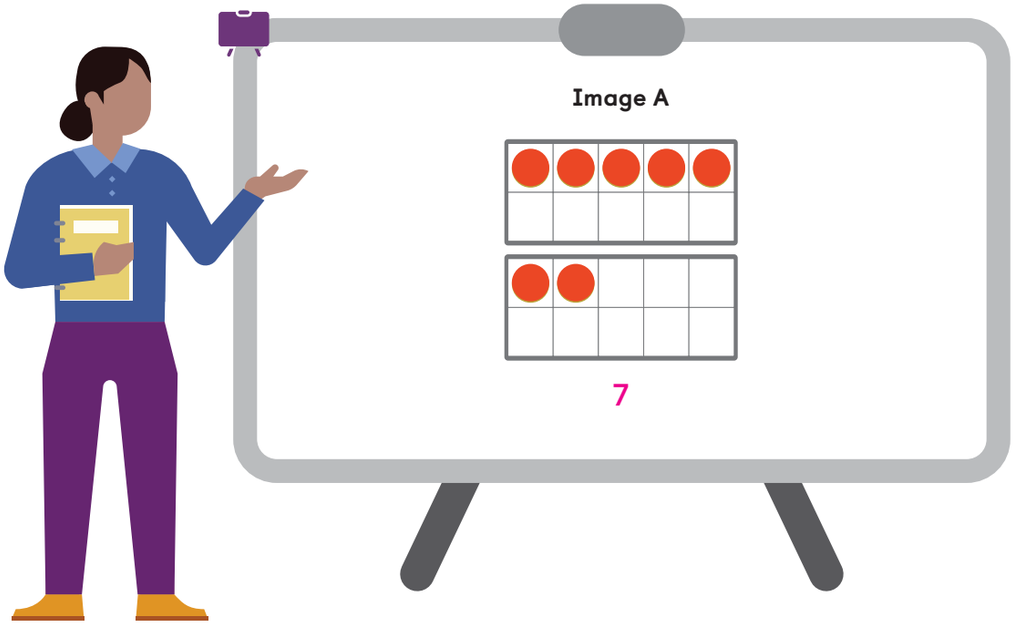
Whole Class | 10 min

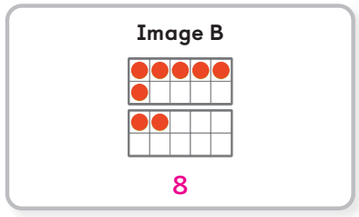
Presentation Screens

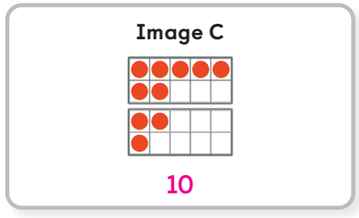
Warm-Up How Many Do You See?

Fluency

Purpose: Students determine the number of counters they see represented in 10-frames to practice subitizing and to develop strategies for addition.







Why these images? These images lend themselves to subitizing and counting on.

1 Launch

Use the How Many Do You See? routine.

Flash Image A for 2–5 seconds, and ask, "How many do you see?"

Say, "Give me a signal when you have an answer."

Display the image again, leaving it displayed to discuss.

2 Connect

Record 2 or 3 students' responses, and ask, "How did you see them?"

Repeat for each image, spending the most time discussing Image C.

Ask:

- "What changed between the first and second images?"
- "What changed between the second and third images?"

Students might say . . . ELPS 2.C, 2.D

A: *I see 5 and 2 more, 5, 6, 7.*

B: *I see 1 more on the top 10-frame, so there are 8.*

C: *I see 1 more on the top 10-frame and 1 more on the bottom 10-frame, 8, 9, 10.*

Pairs | 20 min

Activity 1 At the Antique Shop

Purpose: Students solve addition story problems to make connections between adding 1 and 2 to the same number.

Presentation Screens

Materials

- Display Page 8 of the Unit Story, *Ying's New Town* during the Launch.

Manipulative Kit:

- Distribute 10 connecting cubes and 10 two-color counters to each pair.

Short on time? Consider omitting Problem 3.

1 Launch

Display Page 8 of the Unit Story.

Say, "Ying and her dad went to the antique shop. An antique shop is a place where people buy and sell old things, such as furniture, dishes, and collectibles. While at the shop, Ying's dad found some rocks and minerals to add to his collection. Zora started to write equations to represent each story problem. You will help her complete the equations."

Read aloud the directions and Problem 1.

Say, "The question in Problem 1 asks about a number of crystals. The answer line has already been labeled *crystals*. For the rest of the problems, you will record your answer with a label."

Use the Think-Pair-Share routine. Read aloud Problem 2. Ask, "What label would you include in your answer?"

EB **Emergent Bilinguals:** Invite students to point to the word(s) in Problem 2 that indicate the answer label and then say the word(s) aloud. Some students may say *stones* or *black stones*. ELPS 1.B

Say, "If you need help writing the label, you can find the word in the story problem and copy it."

Read aloud Problem 3.

2 Monitor

After students have completed **Problem 2**, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Read aloud Problem 1, but replace the numbers with the word *some*. Ask, "What is happening in the story?"
- Read aloud the first sentence of Problem 1, with numbers, pausing to let students act it out.

3 Connect

MLR This Connect is structured using the *MLR7: Compare and Connect* routine. ELPS 1.B, 2.B

Invite students to share their strategies for Problem 2. Select and sequence their responses in the order shown in the *Differentiation* table.

Use the Think-Pair-Share routine. Ask, "How did the use of counters or cubes help you solve the story problem? What is alike and different about these strategies?"

Say (if not yet mentioned during discussion), "In each strategy, 2 more were added to 6. In some strategies, the sum was found by using the sum of 6 and 1."

Play the animation. ELPS 1.F

Key Takeaway: Say, "If you know the sum of a number and 1, you can add 1 more to the sum to find the sum of that number and 2."

Student Edition

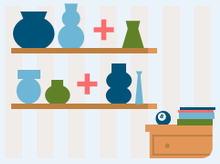
Unit 1
Lesson
9

Name _____

TEKS: 1.1.F, 1.3.B, 1.3.D, 1.3.E, 1.5.F

Buying Antiques

Let's make connections between adding 1 and 2.



Warm-Up eyes on teacher

I can be all of me in math class.
Patterns are all around us.
What are some of your favorite patterns?

Activity 1 **At the Antique Shop**

Hands-On

Use counters or cubes to solve each story problem. Record the sum with a label.

1. Ying's dad has 6 purple crystals in his box. How many will he have if he buys 1 more?
   equation: 6 + 1 = 7 crystals

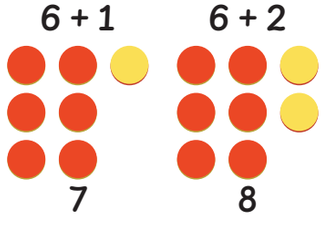
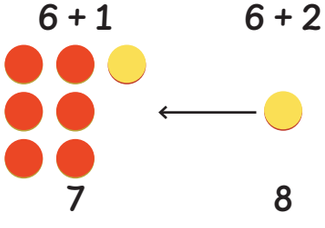
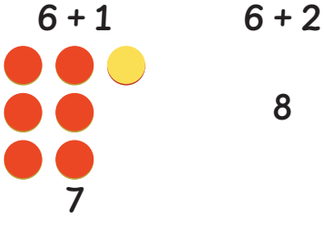
2. Ying's dad has 6 black stones in his box. How many stones will he have if he buys 2 more?
   equation: 6 + 2 = 8 stones

3. Ying sees a man in line with 7 rings. The worker brings 2 more from the back. How many rings are there?
   equation: 7 + 2 = 9 rings

Grade 1 Unit 1 Lesson 9 47 Warm-Up | Activity 1

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Create a new representation for Problem 2 and add 2 more.		**S Strengthen** Ask, "How could you use your representation for 6 + 1 to help you find 6 + 2?"
Add 1 more to the representation they created in Problem 1.		**S Strengthen** Ask, "What is alike and different about adding 1 to a number and adding 2 to a number?"
Use the sum from Problem 1 to reason about the sum in Problem 2.		

Pairs | 10 min

Activity 2 Adding 1 and 2

Purpose: Students practice adding 1 and 2 to a variety of numbers to make connections between counting and addition.

Presentation Screens

Materials

Manipulative Kit:

- Provide students with access to connecting cubes and two-color counters. (optional)
- Distribute one dot cube to each pair.

1 Launch

Display a dot cube and Problem 4.

Read aloud the directions.

Demonstrate rolling a dot cube and completing the first row of the table.

Say, "Take turns with your partner rolling the dot cube. If you roll the same number more than once, roll again until you roll a new number."

Provide access to connecting cubes and two-color counters.

2 Monitor

While students complete the activity, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "What will you do with the number that you roll?"
- Ask, "How could you represent the problem?"

A **Accessibility: Memory and attention** Vary the task demands by having students complete 3 rows.

3 Connect

Display Problem 4. Record the number 4 in the first column and the number 5 in the second column.

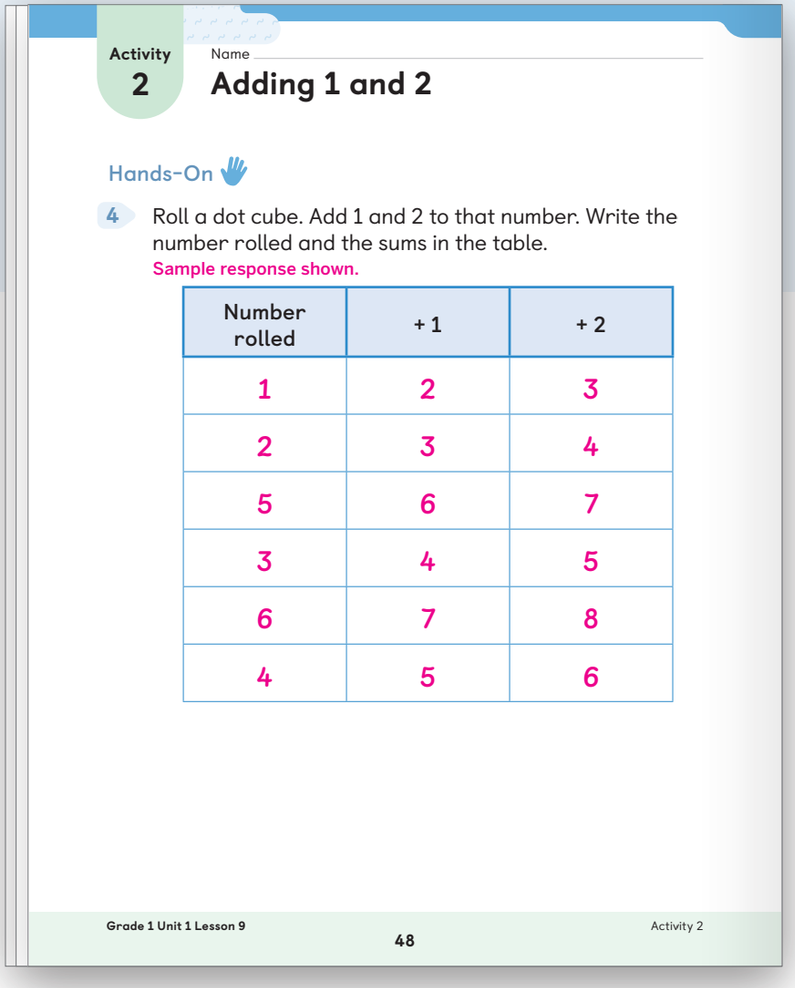
Use the Think-Pair-Share routine. Ask, "How could objects or drawings be used to find the sum? How could counting be used to find the sum?"

Invite students to share their responses. Select and sequence their responses in the order shown in the *Differentiation* table.

EB **Emergent Bilinguals:** Give students time to rehearse their explanation with their partner. Invite them to ask each other clarifiying questions, to restate each other's explanations, and to add details, such as how they will count. ELPS 1.E, 2.C, 2.D, 2.F

Key Takeaway: Say, "You could use objects, drawings or pictures to add 2 to a number. You could also find the sum of the number an 1 and then count 1 more."

Student Edition



Activity 2

Name

Adding 1 and 2

Hands-On

4 Roll a dot cube. Add 1 and 2 to that number. Write the number rolled and the sums in the table.

Sample response shown.

Number rolled	+ 1	+ 2
1	2	3
2	3	4
5	6	7
3	4	5
6	7	8
4	5	6

Grade 1 Unit 1 Lesson 9 48 Activity 2

Presentation Screens

D Differentiation | Teacher Moves

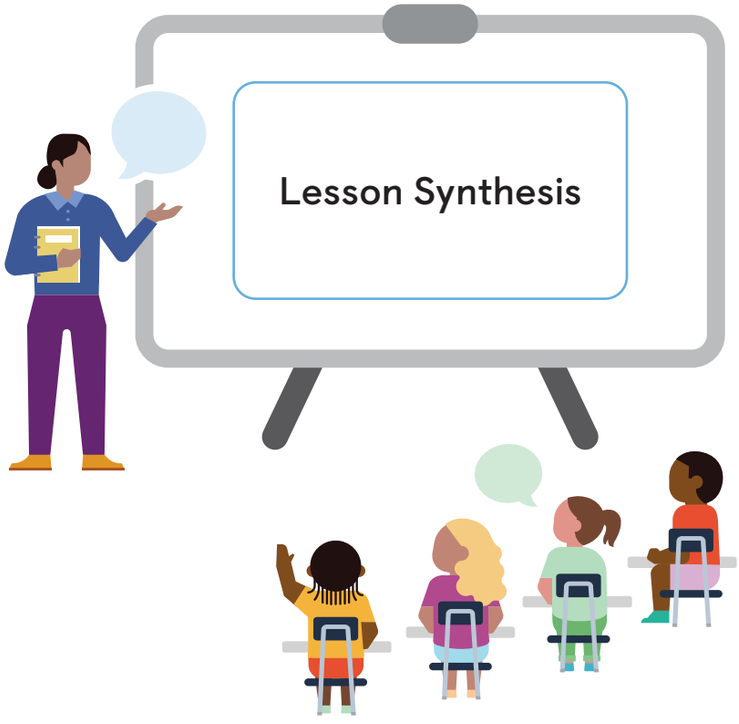
Look for students who . . .	For example . . . (4 + 2)	Provide support . . .
Count all.	**1, 2, 3, 4, 5, 6**	S **Strengthen** Ask, "You counted from 1. What is another number you could count on from?"
Count on.	**4, 5, 6** **I started with 4 and counted on 2 more.**	S **Strengthen** Ask, "How could you use the sum you found when you added 1 to help you add 2?"
Use counting patterns.	**I know 1 more than 4 is 5, and 1 more than 5 is 6.**	S **Stretch** Ask, "How could you use this pattern to add 2 to any number?"

Whole Class | 5 min

Presentation Screen

Synthesis

Lesson Takeaway: Making connections between addition and the count sequence can help to build fluency with adding 1 and 2.



Play the animation. ELPS 1.F

Ask:

- "What do you notice about the number pattern?"
- "How could you use counting or addition to find the missing number in the pattern?"

Say, "You could count or add to find the missing number. You could add 2 more to 7 or count on, 8, 9, to find the missing number in the pattern."

Record the number 9 on the blank line.

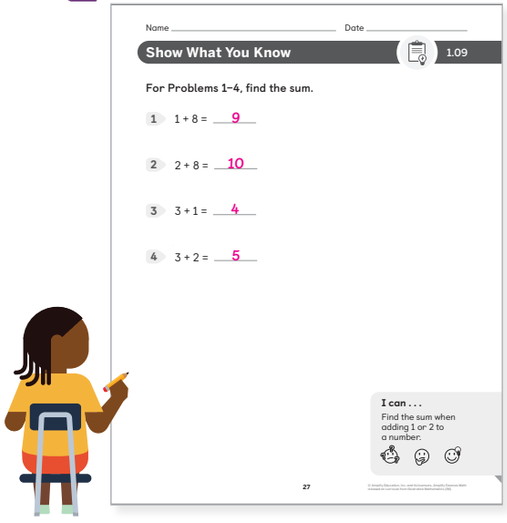
Say, "Counting on 1 or 2 can be used to add 1 or 2 to a number."

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 1.09

For Problems 1–4, find the sum.

1. 1 + 8 = 9
2. 2 + 8 = 10
3. 3 + 1 = 4
4. 3 + 2 = 5

I can . . .
Find the sum when adding 1 or 2 to a number.

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Today's Goals

1. **Goal:** Find the sum when adding 1 or 2 to a number.
   - In Problems 1 and 3 of the *Show What You Know*, students solved by adding 1 to a number.
   - In Problems 2 and 4 of the *Show What You Know*, students solved by adding 2 to a number.
2. **Language Goal:** Explain how to find the sum when adding 1 to a number. **(Listening and Speaking)** ELPS 1.B, 1.E, 2.B, 2.E

D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print

Summary 1.09

Making connections between counting and adding can help you add 2 to a number.

7 + 2

7, 8, 9

7 + 1 = 8
8 + 1 = 9

Practice 1.09

Choose from these Centers.

Counting Collections
Sort and Count

Cover Up
Add 1 or 2

Shake and Spill
Represent

Practice 1.09

Name _____

For Problems 1–7, find the sum.

1. 3 + 1 = 4
2. 3 + 2 = 5
3. 5 + 1 = 6
4. 5 + 2 = 7
5. 6 + 2 = 8
6. 2 + 8 = 10
7. 8 + 1 = 9

Practice 1.09

Name _____

Spiral Review

For Problems 8–11, write the number that shows how many flags.

8. 3
9. 4
10. 5
11. 2

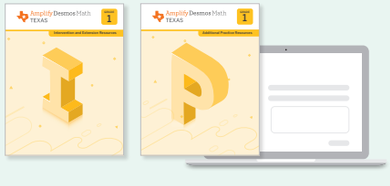
12. Circle the group that has *fewer*.

13. Circle the group that has *more*.

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1–7	1	1.3.D
Spiral Review			
Fluency	8–11	1	K.2.B, K.2.C
	12–13	1	K.2.G

Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Presentation Screen

Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Counting Collections

Up to 20

Pairs | 15 min | K.2.A, K.2.B, K.2.C

Students count a collection of up to 20 objects.

Materials

- 5-frames, 10-frames **(Manipulative Kit)**
- collections of objects (up to 20 per pair) **(Classroom materials)**
- Directions, Recording Sheet **(Centers Resources)**

Corresponds with the checklist from Unit 1, Sub-Unit 1.

Cover Up

Add 1 or 2

Pairs | 15 min | 1.3.D

Students add 1 or 2 to numbers to continue to develop fluency with addition within 10.

Materials

- number cards (0–9), two-color counters (25 per pair) **(Manipulative Kit)**
- Directions, Gameboards (A, B) **(Centers Resources)**

Corresponds with the checklist from Unit 1, Sub-Unit 2.

Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

Shake and Spill

Represent

Pairs | 15 min | K.2.B, K.3.A

Students spill and represent counters with an addition expression to relate addition to counting.

Materials

- two-color counters (10 per pair) **(Manipulative Kit)**
- cups (one per pair) **(Classroom materials)**
- Directions, Recording Sheet (Expressions) **(Centers Resources)**

Corresponds with the checklist from Unit 1, Sub-Unit 2.

D Differentiation | Teacher Moves

Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.

Differentiation Use after Lesson 9

Lesson Goal: Find the sum when adding 1 or 2 to a number.

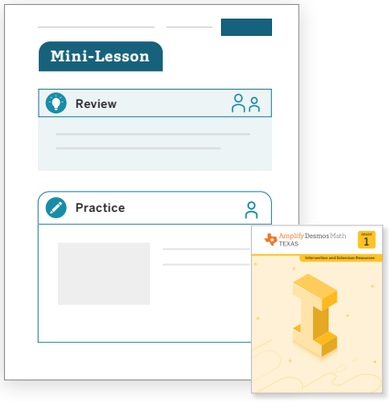
Support

Provide targeted intervention for students by using these resources.

If students count all when adding 1 or 2:

Respond:

- Assign the *Adding 1 and 2* Mini-Lesson. | 15 min
- Revisit Lesson 8.



Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students count on by 1 or 2:

Respond:

- Invite students to play these **Centers.** | 15 min
  Counting Collections: Sort and Count
  Shake and Spill:
  - ***Which Is More?***
  - *Represent*
- Have students complete **Lesson 9 Practice.** | 15 min
- **Item Bank**

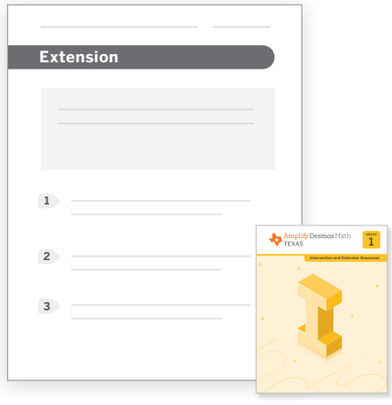
Stretch

Challenge students and extend their learning with these resources.

If students use counting patterns:

Respond:

- Invite students to explore the **Sub-Unit 2 Extension Activities.** | 15 min
- Revisit Activity 2 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min

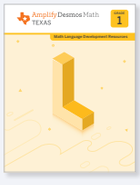


Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the **Math Language Development Resources** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates e.g., sum/suma
- Frayer Model templates
- Vocabulary routines



Professional Learning

Fluency is defined as being efficient, flexible, and accurate. How does this definition compare to your previous understanding of fluency? How will it change the way you assess students' fluency?