

Is Called Adding with Sebastian Pig and Friends at the Circus - Grade 1 - Short lesson

TIME

OBJECTIVE

PRODUCT

9 minutes Recognize naming or definition sentences and separate the thing being named from the name it receives. An oral naming statement using the frame “___ is called ___.” Essential question: How does a sentence show which thing is being named and what name it receives?

Materials

- The book
- Prepared excerpts printed in this lesson
- Two-column naming card Text to mark
- Naming sentence - “The answer is called the sum.”
- Second naming pattern - “A group of 12 is a dozen.” Prepared text The answer is called the sum. A group of 12 is a dozen.

Lesson sequence

1 Find the sentence that stops to name something - 5 min Read both naming sentences aloud. Have students identify the words that attach a name to a thing, then separate the thing from the name in each sentence. 2 Make a naming sentence of your own - 4 min Reread “The answer is called the sum.” Have students use the same shape to name something in the classroom and say which half is the thing and which half is the name.

Teacher key

In “The answer is called the sum,” answer is the thing and sum is the name. In “A group of 12 is a dozen,” a group of 12 is the thing and dozen is the name. Support & extension

Support:

Use two cards: THING and NAME. Place “answer to an addition problem” under THING and “sum” under NAME. Extension: Compare “is called” with “we call” and explain how the order changes while the meaning stays the same.

Assessment

- Identifies the naming words in the source sentences
- Separates the thing from the name in both examples
- Creates one accurate sentence using the same naming pattern

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