**Lesson Title:** Magic Doubling Pot
**Grade Level:** First Grade
**Assessment:** Carefully look at each child’s white board to see which children understand the concept and which need some more practice.
**Alignment with the Standards:**
 **-CC.2.2.1.A.1:** Represent and solve problems involving addition and subtraction within 20.
 **-CC.1.2.1.C:** Describe the connection between two individual, events, ideas, or pieces of information in a text.
**Vocabulary:**
 -addend
 -sum
 -addition
**Objectives:
 -**The students will be able to observe a pattern and create their own addition to the pattern.
 -The students will be able to write a number sentence.
 -The students will write one sentence.
**Essential Question:** What happens when something goes into the magic pot?
**Duration:** 20-25 minutes
**Materials:**
 -*Two of Everything* by Lily Toy Hong
 -crayons
 -paper
 -black pot
 -white boards
 -dry erase markers.
**Suggested Instructional Strategies:** -Have long wait times, allow each child the opportunity to think about the answers and come up with an idea.
**Instructional Procedure:**
 **-Before:** Have the children sit on the carpet in the reading corner. Read *Two of Everything* by Lily Toy Hong to the class. Ask the students what happened when something went into the pot. Choose a few students to answer the question.
 **-During:** Read the story again but this time make a chart as you go along showing what went into the pot and what came out. Ask the children what went into the pot and have one of them come up and write it on the chart. Then ask what came out of the pot and have another child come up and write that on the chart. After finishing the story, have the students find the missing addend in each scenario with the teacher directing the process, however, still have the students come up to the chart and write the answers on themselves. Then ask the students what they notice about the chart. If they need more prompting as them if they notice any patterns. Call on a few students to share their answers. Pass out white boards and dry erase markers to every students. Make sure all of the students realize that they are doubling the original number. Next you to have a black pot and box of crayons. Using a black pot choose a child to put crayons into the pot. Allow the child to choose how many they put in. Then have all of the students write a number sentence and solve it on their white boards have them hold them up so you can see the answers. While they are writing the number sentences place the amount of crayons in the pot that would come out if it really was a magic pot. Then call on a student to come up and pull the crayons out of the pot. Have the children all count out loud as they are pulling the crayons out and have them determine the right answer and see if they originally had it correct.
 **-After:** Then ask the students what they would like to double and how many things would they start with. Call on a few students and have them share their answers. Then explain that they are going to draw a picture of a magic pot and have them draw what they would put into the put and what would come out of the pot. Then they should write a number sentence and then a sentence showing what is happening in their picture.
 **-Closing Statement:** Have the students come back to the smaller group. Have each student quickly share their item and number sentence then have them hang it up.