

Grade 1	Lesson: 1-2 Addition Making 6 - 7	Reference to English
Standard(s): 1.OA.1		Domain: Operations and Algebraic Thinking
Content Objective(s):	Language Objective(s):	
Students will recognize parts of a number as a strategy for addition while playing the penny game with a partner. 我可以透过跟朋友玩一美分的游戏来认出数字的部分。	Students will say inside and outside during the penny activity with their partner. 我可以用跟朋友玩的游戏来学会怎么说里面和外面。	
Essential Understanding: Numbers 6, 7, 8, and 9 can be broken into parts of the whole in different ways.	Academic Vocabulary for Word Wall: Listen: 一共, 里面, 外面 Read: Write: Speak: 里面, 外面 Sentence Frame:	
Materials: • Counters (teaching tool 14) (student use) • Counters (magnetic for the board or taped) • Paper plates • Box of 12 Crayons	Additional Lesson Vocabulary: 1, 2, 3, 4, 5, 6, 7, 8, 9, 洞穴, 螃蟹, 一美分, 盘子, 蜡笔, 黄色, 咖啡色	
Lesson: Making 6-7		Instructional Time: 30 minutes

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Opening: (4 minutes)

- Have a box of 12 crayons prepared.

T: “我要画一栋房子。这栋房子会是黄色和咖啡色的。所以我需要2支蜡笔。我需要从这个有12支蜡笔的盒子里拿出来。”

- Take out the two crayons.

T: “我拿了2支蜡笔，现在盒子里还有几支蜡笔？想一想，然后我数到3时，请把答案告诉你的同学。”

S: will turn to their neighbor and tell them how many crayons are left in the box.

T: “1, 2, 3, 请看我。我需要从盒子里拿出2支蜡笔才能画我要的图。盒子里原本有12支蜡笔然后我拿了2支出来，盒子里还剩下几支？12减2是多少？”

- As the teacher talks, write the equation on the board. $12-2=$ _____

T: “我们来数一数盒子里还剩下几支蜡笔。跟我一起数：1,2,3,4,5,6,7,8,10。我数到3时，请告诉我盒子里有几支蜡笔。1, 2, 3...”

S: will respond, “10”

T: 没错，盒子里有10支蜡笔。盒子外面有几支蜡笔？1, 2, 3 把答案告诉你的同学。”

S: will tell their neighbor the number of crayons outside the box.

T: “没错！盒子外面有2支蜡笔。盒子里有10支蜡笔。盒子外面有2支蜡笔。”

Introduction to New Material (Direct Instruction): (4 minutes)

- Draw a circle on the board.

T: “这是一个圆形，这个是里面（指着圆形的里面），这时外面。”

- Write inside on the inside of the circle and outside on the outside of the circle.

T: “看这个盘子。它也是一个圆形。学生 # 1, 你可以来指指看盘子的里面在哪里吗？”

S: one student will point at the inside of the plate.

T: “很好，这是盘子的里面。大家一起指盘子的外面！”

S: will point any where except inside the circle.

T: “很棒，现在请大家站起来然后围成一个圆形。你们有5秒钟，5, 4, 3, 2, 1. 很好，请坐。”

S: will stand up and get into a circle and then sit down.

- The teacher will need to get into the circle with the students.

T: “我把盘子放下来所以大家都能看得到。接下来，我要在盘子上丢一些一美分。你们要专心这样你们可以告诉我盘子的里面有几个一美分，然后盘子外面有几个一美分。我先用5个一美分。”

- The teacher will drop the pennies one at a time on to the plate (about 1-2 feet above the plate).

T: “这是第1个一美分... 我丢在盘子的里面还是外面？请告诉你的同学。”

S: will turn to their neighbor and say inside or outside.

T: “没错，第1个一美分在盘子的（里面/外面）。好，第2个一美分，它在盘子的里面还是外面？1, 2, 3... 大家一起说。”

S: will say together, “inside/outside”

T: “很好!”

- Repeat this with all 5 of the pennies.

T: “盘子里面有几个一美分？”

S: will respond with the number of pennies inside the plate.

T: “你说的没错，_____个一美分在盘子里面。那盘子外面有几个呢？”

- Write the number of pennies that landed inside the plate on the board under the word INSIDE.

S: will respond with the number of pennies outside the plate.

T: “你有答对了。_____个一美分在盘子外面。”

- Write the number of pennies that landed outside the plate on the board under the word OUTSIDE.

Guided Practice: (4 minutes)

Use the modeling cycle:

Teacher Does:

- The teacher already demonstrated the activity to the students.

- Have inside and outside written on the board so the students can record what happened during their partner activity.

T: “现在我要你们跟一个同学一起做我们刚刚做的活动。”

1. 我会给你们每个人5个一美分。

2. 你要一个一个把一美元丢下去。

3. 做完之后，我要你们上来在黑板上写下盘子里面和盘子外面各有多少个一美分。

Assessment:

2-1 Independent Practice

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