

Grade 1	Lesson: 1-3 Making 8	Reference to English
Standard(s): 1.OA.1		Domain: Operation and Algebraic Thinking
Content Objective(s):		Language Objective(s):
Students will solve addition problems by recognizing and recording its parts in small groups. 我可以写下和认识小组的部分来解答加法问题。		Students will speak the words inside, outside and in all while adding parts. 我可以边说这写生词：里面，外面和一共，一边做加法。
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: 部分, 全部, 倍数 Read: Write: Speak:
Materials: <ul style="list-style-type: none"> Color tiles 5 pennies for each group of 5 		Additional Lesson Vocabulary: 气球, 左边, 手指, 绿色, 蓝色, 看 Sentence Frame:
Lesson: Making 6-7		Instructional Time: 35 minutes

Opening: (4 minutes)

- As the teacher asks the students to participate in the activity, the teacher needs to demonstrate and write the equations on the board.

T: “把左手举起来。”

S: will hold up their left hand.

T: “看一看你的收然后告诉你旁边的同学你手上有几只手指。”

S: will turn to their neighbor and say “5”

T: “来，我们一起数，1,2,3,4,5。我的手上有5只手指。”

T: “请把一只手指放下，就像这样。”

S: will put one finger down.

T: “大家告诉我，我现在还比着几只手指。”

S: will say “4”

T: “有几只手指是放下来的”

S: will say “1”

T: “你的左手一共有几只手指？”

S: will say “5”.

- Teacher will write that equation on the board $1 + 4 = 5$.

T: “很好，我们再来做一次。放下3只手指。”

S: will put 3 fingers down.

T: “现在你还比着几只手指？几只手指是放下来的？”

S: will respond.

T: “你的左手一共有几只手指？”

S: will say “5”

- Write $3 + 2 = 5$ on the board.

- Continue 2 more times.

T: “看这些等式： $1+4=5$, $3+2=5$, $2+3=5$, $5+0=5$ 。答案都是5。你的手上一直都有5只手指。有时候你比着它们，有时候你把它们放下来，但是不管怎样你都会有5只！”

Introduction to New Material (Direct Instruction): (8 minutes)

- Before the lesson draw 8 balloons on the board with a black marker. Do not color them in.

T: “白板上有几颗气球？我们一起来数。”

S: will count with the teacher 1,2,3,4,5,6,7,8.

T: “有8颗气球。这些气球不是蓝色就是绿色。你觉得有几颗蓝色的？你觉得2颗是蓝色的吗？还是3颗？告诉你旁边的朋友有几颗蓝色的气球。”

S: will turn to their neighbor and say a number.

T: “如果你想要告诉我有几颗蓝色的气球，请举手。”

S: will raise their hands and tell the teacher a number.

- Teacher will color in the number of balloons that the student says. For example if the student says “5”, then the teacher will color 5 balloons blue.

T: “我们有5颗蓝色的气球，那有几颗是绿色的？用手指比出答案。”

S: will hold up their hands and show 3 fingers to represent 3 balloons.

T: “没错，我们有5颗蓝色的气球，所以我们有3颗绿色的气球。我们一共有几颗气球？我们一起数。”

S: will count with the teacher, 1,2,3,4,5,6,7,8.

T: “我们全部有8颗气球，一部分是5颗蓝色的气球，另一部分是3颗绿色的气球。”

- Teacher will erase the inside of the balloons.

T: “我们在做一次。我们想要画几颗蓝色的气球。请举手。”

S: will raise their hands and tell the teacher a number.

- Do this activity 3 more times and put emphasis on parts and whole.

Guided Practice: (8 minutes)

- Separate the students into groups of 5.

- Give each group 5 pennies.

Use the modeling cycle:

Teacher Does:

- Explain the activity and have all supplies prepared.

T: “我要把你们分组，每组5个人。你们要为一个圆圈坐下。每个人会有机会丢五个一美分在地上。然后你们要写下有几个是头，几个是尾。每组里面的人都要轮流丢一美分。每个人也会拿到一张记录表来写下数据。”

Students Do with Teacher:

Assessment:
1-3 Independent Practice

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