

Grade 1	Lesson: 1-4 Making 9	Reference to English
Standard(s): 1.OA.1		Domain: Operations and Algebraic Thinking
Content Objective(s):		Language Objective(s):
Students will write the numbers for the amount of dots I see and show their partner. 我可以写出我看到几个点点然后拿给我的同学看。		Students will say numbers 1-9 when counting dots to their partner. 我可以说出1-9来跟同学数有几个点点。
Essential Understanding: Numbers 6, 7, 8, 9, can be broken into parts of the whole in different ways.		Academic Vocabulary for Word Wall: Listen: Read: Write: Speak: 1,2,3,4,5,6,7,8,9 Sentence Frame: _____是全部。
Materials: • Counters - 2 sided counters (each side a different color) (or Teaching Tools 14) • Counters - (1 bag of 9 counters for each student)		Additional Lesson Vocabulary: 1,2,3,4,5,6,7,8,9 全部, 部分
Lesson: Making 9		Instructional Time: 32 minutes

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Opening: (4 minutes)

T: “你已经学会怎么找出6, 7 和8的部分了。今天你会学到怎么找出9的部分。”

T: “我需要6个标记物。”

• Show the counters on the board and move them around throughout the activity. Make sure they are big enough for all students to see.

• Write the number 6 on the board.

T: “标记物可以是红色或黄色的。用手指比出你想要几个是红色的。”

• Teacher will demonstrate with her fingers how to show a number.

S: will show the number of counters they want to be red with their fingers.

T: “大多数的学生用手指比出2。这里有两个红色的标记物。如果一共要有6个，我需要几个黄色的？用手指比给我看。”

S: will show with their fingers the number of yellow counters needed to make six.

T: “很好，我们需要4个黄色的标记物才能一共有6个。告诉你旁边的同学‘4’。”

S: will turn to their neighbor and tell them “4”.

T: “我们需要检查来确定是不是有6个标记物。跟我一起数1, 2, 3, 4, 5, 6。”

S: students will count with the teacher, “1,2,3,4,5,6”

T: “我们再做一次，但是这次我们一共要有8个。”

• Write the number 8 on the board.

T: “一样的，标记物可以是红色或黄色的。用手指比出你想要几个是红色的。”

S: will show the number of counters they want to be red with their fingers.

T: “大多数的学生用手指比出5。这里有5个红色的标记物。如果一共要有8个，我需要几个黄色的？用手指比给我看。”

S: will show with their fingers the number of yellow counters needed to make 8.

T: “没错！我们需要3个黄色的标记物才会一共有8个。告诉你旁边的同学‘3’。”

S: will turn to their neighbor and say, “3”

T: “很好，我们来检查以下。跟我一起数，1, 2, 3, 4, 5, 6, 7, 8。”

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

T: “现在我们要学习新的东西了！”

Introduction to New Material (Direct Instruction): (3 minutes)

T: “我们现在再做一次，这次一共要9个。用手指比出你想要几个红色的标记物。”

S: will show with their fingers how many red counters there should be.

T: “大多数的学生用手指比出4。好，我们放4个红色的标记物在白板上。”

• Put 4 red counters on the board.

T: “我们还需要几个黄色的标记物才会一共有9个？用手指比给我看。”

S: will show with their fingers how many yellow counters are needed to make 9.

T: “很好，我们需要5个黄色的标记物。”

• Put 5 yellow counters on the board.

T: “我们有4个红色的标记物和5个黄色的标记物。跟我一起数来检查我们是不是一共有9个。”

S: will count the counters with the teacher, “1,2,3,4,5,6,7,8,9”

T: “耶！我们做对了，我们有9个标记物。”

Guided Practice: (10 minutes)

Use the modeling cycle:

Teacher Does:

T: “现在跟一个同学做这个活动。”

- 1- 你们每个会拿到一包标记物。
- 2- 你会数袋子里有几个标记物给你的同学听（不要忘记要轮流）。
- 3- 你要把数据写在你的纸上。
- 4- 看白板，上面会有一些数字，就跟你纸上一样。这些数字代表有几个红色的标记物，然后你要找出黄色的标记物需要几个让你一共有9个。把数据写在你的纸上。
- 5- 我拍手时，请把标记物收进袋子里，把打字放在柜子上然后回到地毯的座位上。”

1 Students Does with Teacher:

T: “我需要一名同学来帮我做这个活动。”

• Teacher will choose a student and help them as needed.

S: will get a bag of counters, count them aloud, write down the number of counters and then start with the 1st number on their paper.

T: “很好。你们有看到他去拿标记物。拿出来数。写下数据然后开始做第1题吗？谢谢你。你做得很好。”

Assessment:

Guided Practice

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