

<b>Grade 1</b>	<b>Lesson: 1-5</b> Addition Expressions and Number Sentences	Reference to English
<b>Math Standard(s):</b> 1.OA.1		<b>Domain:</b> Operations and Algebraic Thinking
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
Students will write addition expressions and number sentences to find the whole given two parts. 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。
<b>Essential Understanding:</b> Parts of a whole is one interpretation of addition. Addition number sentences can be sued to show parts of a whole.		<b>Academic Vocabulary for Word Wall:</b> <b>Listen:</b> 加, 加法算式, 等于 <b>Read:</b> <b>Write:</b> <b>Speak:</b> <b>Sentence Frame:</b> 4 +(加) 2 = (等于) 6 写个加法算式
<b>Materials:</b> • Cubes - 2 colors of cubes (at least 12 in each bag) • paper bags (1 per pair of students)		<b>Additional Lesson Vocabulary:</b> 加, 加法算式, 等于, 加法, 综合
<b>Lesson: Making 6-7</b>		<b>Instructional Time: 30 minutes</b>

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### Opening: (4 minutes)

T: “你已经学到怎么找出所有的部分。今天你会学到怎么写加法算是来表示所有的部分。”

T: “我们来复习。请用手比出4只手指，就像这样。”

• Show the students which hand is their right hand and how to hold up 4 fingers.

T: “很好，用另外一只手比出2只手指，就像这样。”

S: will hold up 4 fingers on their right hand and 2 fingers on their left.

T: “你的一只手比4只手指，另外一只手比2只手指。你一共比着几只手指？我们来数数看。”

S: will count their fingers with the teacher, 1,2,3,4,5,6.

T: “我们一起说我们一共比几只手指。6。”

S: will say “6”

T: “很好，我们再做一次。用手比出3只手指，就像这样。”

S: will hold up 3 fingers on their right hand.

T: “用另外一只手比5只手指。”

S: will hold up 5 fingers on their left hand.

T: “你一共比出几只手指？数给你旁边的同学听你。”

S: will turn to their neighbor and count how many fingers they are holding up.

• If the students don't yet know how to turn to their neighbor, teach them. Have 1 student come up to the front of the class and the teacher can count their fingers first. Then the student can count. Let that student sit down and invite 2 more students to come up and demonstrate counting fingers to neighbor. Let them both take a turn. Then tell the students who their neighbor is and have them begin.

T: “我听到你们数给彼此听。现在，请告诉我你们一共比着几只手指？”

S: will shout out, “8”

T: “没错，你们比着8只手指。”

T: “现在要学习新的东西了！”

### Introduction to New Material (Direct Instruction): (5 minutes)

T: “这是一个空的纸袋。我要在里面放9个红色的方块和9个蓝色的方块。就像这样。”

• Place the cubes in the paper bag.

T: “现在我要拿出一些方块。”

• Take out the handful of cubes and place in where all the students can see them (on the board, using document cam).

T: “有几个方块是红色的？我们一起来数。”

S: will count the number of red cubes with the teacher.

T: “我会把这个数字写在白板上。有\_\_\_\_个红色的方块。有几个蓝色的方块？告诉你旁边的同学有几个蓝色的方块。”

S: will turn to their neighbor and tell them the number of blue cubes.

T: “请举手告诉我有几个蓝色的方块。”

S: will raise their hands and tell the teacher the number of blue cubes.

T: “你说得对，有\_\_\_\_个蓝色的方块。我们来把这个数字写在白板上。”

• Write the numbers on the board so that you make an addition sentence.

T: “我们有\_\_\_\_个红色的方块和\_\_\_\_个蓝色的方块，我们一共有几个？\_\_\_\_和\_\_\_\_一共是\_\_\_\_。我们一起来数。”

S: will count the number of cubes together.

T: “好棒，一共有\_\_\_\_个方块。所以，\_\_\_\_和\_\_\_\_一共是\_\_\_\_。”

T: “我们再来做一次。我们把方块放回袋子里。这次我们拿出两把。”

• The teacher will take out two handfuls of blocks and go through the exercise one more time with the students.

### Guided Practice: (10 minutes)

Use the modeling cycle:

Teacher Does:

• Done in the introduction to new material.

Teacher Does with Student:

T: “现在快要换你跟一个同学做了。你们每个人会被分成2个一组。每组会拿到1袋红色和蓝色的方块。你要拿出一把方块然后完成工作纸上的题目。但是我需要先有1个帮手上来说示范给我看。”

• Teacher will choose one student to come up and help.

T: “谢谢你上来。袋子和纸在这里，你可以先拿一把方块出来吗？”

S: will take out a handful of blocks.

**Assessment:**

Guided Practice

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