

Grade 1	Lesson: 1-7 Adding in Any Order	Reference to English
Math Standard(s): 1.OA.03		Domain: Operations and Algebraic Thinking
Content Objective(s):		Language Objective(s):
Students will order the numbers of an addition problem in two different ways then solve. 我可以用两个不同的方式来写出一个加法问题的数字顺序然后解答。		Students will say 2 different addition sentences when solving a problem. 当我解答问题时，我可以说出两个不同的加法算式。
Essential Understanding: Two numbers can be added in any order.		Academic Vocabulary for Word Wall: Listen: 顺序, 加数 Read: Write: Speak: 数字 (1,2,3,4...) Sentence Frame: ___ + ___ = ___ (5 加 2 等于 7)
Materials: • connecting cubes		Additional Lesson Vocabulary:
Lesson: Making 6-7		Instructional Time: 30 minutes

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Opening: (4 minutes) -

T: “你已经学会怎么加数字和写加法算式，就像这个(write an addition sentence on the board)。今天你会用不同顺序来做同样数字的加法然后比较总和。”

T: “我需要5个帮手。2个男生和3个女生。如果我选你，请上来排队。”

• Teacher will choose the 5 students. Make sure the girls are next to the girls and the boys are next to the boys.

T: “有几个学生站在一排？我们来数一数。”

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

T: “有5个学生。我会在白板上写5。”

T: “如果我们从这边开始，第一位时男生还是女生？”

S: will respond, “the girls”

T: “对，第一位时女生。我们在白板上写下加法算式。有几个女生？”

S: will respond, “3”

T: “我们有3个女生，有几个男生？”

S: will respond, “2”

T: “没错，有2个男生，我来把它写在白板上。所以，我们有3个女生和2个男生。 $3 + 2 = \underline{\quad}$? 请把加法算式说出来给你旁边的同学听。”

S: will turn to their neighbor and say “ $3 + 2 = 5$ ”

T: “跟我一起说， $3 + 2 = 5$ 。很棒。如果我让男生跟女生换位子时，会发生什么事？所以现在男生站第一位。有几个男生？”

S: will respond, “2”

T: “你说得对，我来把加法算式写在白板上。2个男生和几个女生？”

S: will respond, “3”

T: “对，有3个女生。我来把数字写在白板上。所以我们有2个男生和3个女生。把加法算式说出来给你旁边的同学听。”

S: will turn to their neighbor and say “ $2 + 3 = 5$ ”

T: “跟我一起说出加法算式：‘ $2 + 3 = 5$ ’。我们换了数字的顺序之后，学生的数量有改变吗？用大拇指比对或不对。”

S: will show thumbs up if the number of students did change or thumbs down if the number of students did not change in all.

T: “谢谢你们，你们可以回座位了。”

Introduction to New Material (Direct Instruction): (1 minutes)

T: “今天你们的活动就是做这个活动。你改变加数的顺序时，总和会不会改变？”

Guided Practice: (8 minutes)

Use the modeling cycle:

Teacher Does:

T: “我这里有黄色和绿色的连接方块。我会从黄色这边开始，有3个黄色。我会先把它写在加法算式里。这里也有4个绿色的连接方块。我会把那个加数写在加法算式的第二个位置。现在我会把它们加起来。3加4等于7。我会把7写在加法算式的最后面。”

• Make sure you write all the parts of the addition sentence as you go. It is a good demonstration so the students know what to do.

T: “现在我要把连接方块倒过来。我这次会先从绿色开始。有几个绿色的连接方块？帮我数一数。1, 2, 3, 4。谢谢，有4个绿色连接方块。我会先把它写下。然后数黄色的，有3个黄色，1, 2, 3。我会把3写在第二位。一共有几个连接方块？告诉你旁边的同学。”

S: will turn to their neighbor and say “7”

T: “我有7个连接方块。如果我做 $4 + 3$ 或 $3 + 4$ 时，答案都会是7，因为跟加数的顺序没有关系。”

1 Students Does with Teacher:

T: “我需要有一个学生上来跟我一起示范这个活动。”

• Teacher will choose a student.

T: “你会先去你桌上拿纸和6个连接方块。每个人轮流去拿东西。请开始。”

S: will walk to their table collect their paper and one of the groups of connecting cubes. They will sit down and get started.

T: “记得我示范时，我一直都在讲话。我大声数然后说出加法算式。我要你们做一样的。”

S: will count the number of cubes aloud as they go. And write down the answers.

All Students Do:

T: “现在我要你们每个人都来做这个活动。我叫到你们的名字，请站起来然后开始。”

Assessment:

Guided Practice

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