

Grade 1	Lesson: 1-8 Problem Solving	Reference to English
Math Standard(s): 1.OA.1		Domain: Operations and Algebraic Thinking
Content Objective(s):		Language Objective(s):
Students will use objects to solve story problems. 我可以用品物来解答加法问题。		Students will say addition sentences when solving problems. 在解答问题时，我可以说出加法算式。
Essential Understanding: Some problems can be solved by using objects to act out the actions in the problem.		Academic Vocabulary for Word Wall: Listen: 分类 Read: Write: Speak: Sentence Frame:
Materials: <ul style="list-style-type: none"> counters (1 bag of counters for each student) 1-8 Lesson Worksheets printed for each student 		Additional Lesson Vocabulary: 左边，右边，男生，女生
Lesson: Problem Solving		Instructional Time: 20 minutes

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Opening: (3 minutes)

T: “你已经学会怎么用物体来代表一个应用题。今天你会用物体来帮助你捷达题目。”

T: “今天我们会练习怎么分类！我们来看看怎么分类我们这班的学生。我会请一些学生上来站在我的左边(point to left side)也会请一些学生上来站在我的右边(point to right side)。你们要看看两组有什么不同。”

- Start by sorting the students by gender. Ask at least 8 students to come up. Tell the boys to stand on your left side and the girls to stand on your right side.

T: “我怎么分类这些学生的？谁要猜猜看？”

S: will guess how the teacher sorted the students.

- Let the students guess until they figure out that they were sorted according to gender. If they are having trouble, help them out by pointing out different things about each group...use questioning.

T: “没错！他们是按照男生和女生来分配的。男生在左边然后女生在右边。我们再做一次，但是这次会用不同的分类方式。”

- Sort the students again. You could sort them according to eye color, hair color, types of shoes...)

Introduction to New Material (Direct Instruction): (12 minutes)

- Pass out counters to each student.

T: “今天我们要练习用不同方式分类数字。你会拿到标记物然后我会念应用题给你听。我在念时，我要你们用标记物来找出答案。让我做第1题来示范，之后我会发标记物给你们。”

T: “现在我要给你们标记物和纸，纸上有两个格子。拿到之后把它放在你面前，大家都拿到东西时我们就可以开始了。”

T: “Gina有7张贴纸。好，我在白板上画了7个标记物来代表贴纸。跟我一起数。”

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

T: “她把它们放在2张卡片上。我在白板上画了2个格子。告诉我应该放几个标记物在第一个格子里。请举手。”

S: will raise their hands and say a number.”

T: “你说4，所以我会第一个格子里放4个标记物。在你前面把4个标记物放在一堆。那第二个格子里呢？用手指比出第二个格子里应该放几个标记物。”

S: will show 3 with their fingers.

T: “很好，我在白板上放3个标记物在第二个格子里时，我也要你们在面前把3个标记物放在一堆。”

S: will put 3 counter in a pile on the floor in front of them.

T: “让我写下这个加法算式。我在写的时候请你们跟着念。 $4 + 3 = 7$ 。”

S: will say the addition sentence with the teacher, “ $4 + 3 = 7$ ”

T: “我们把标记物拿出来，有没有另外一个方式可以把标记物放在格子里？请告诉我第一格要放几个标记物，请举手。”

S: will raise their hands and say the number.

- Go through this exercise 1 or 2 more times to show the students there are many different ways to join numbers. Emphasize that the whole number will remain the same.

T: “我会念第2题。Max把8个樱桃放进两个篮子里。Max有几个樱桃？”

S: will respond, “8”.

T: “从袋子里拿出8个标记物。”

S: will take out 8 counters.

T: “你可以用几个不同方式来做这个？”

S: will find different ways to make 8.

- Teacher will walk around the room and observe the different ways the students use to make 8. (give them at least 2 minutes)

T: “谁可以告诉我你们分类标记物的方式？你在第一个里放几个标记物？”

S: will raise their hands and tell the teacher how many they put in the 1st box.

- Continue this until you have 3-4 different ways. Then move on to the next question. Complete questions 1-4.

Closing: (1 minutes)

T: “今天做得很好。你找到很多不同方式来分类，真棒！”

Assessment:

Observations