

Grade 1	Lesson: 12-1 Comparing and Ordering by Length	Reference to English
Math Standard(s): 1.MD.1		Domain: Measurement and Data
Content objective(s):		Language Objective(s):
Students will compare and order lengths of objects. I can compare and order lengths of objects.		Students will say tell their partners which objects are the longest and shortest. I can tell my partner which things are the longest and shortest.
Essential Understanding: Objects can be compared and ordered by length.		Required Academic Vocabulary for Word Wall: Listen: longest, shortest Read: longest, shortest Write: Speak: longest, shortest Sentence Frame: _____ is the longest. _____ is the shortest
Materials: <ul style="list-style-type: none"> • Whiteboards, erasers, markers • Straws (different colors, cut to different lengths) • Connecting cubes • Classroom objects • Guided and independent practice pages 386 and 387 		Additional Lesson Vocabulary:
Lesson:		Instructional Time: 25 minutes

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Opening: (4 minutes)

T: “你已经学会怎么按照最大到最小的顺序排列数字了。告诉你旁边的同学最大是什么。你可以用手比给他们看。”

S: will tell their neighbor what greatest means.

• Write 3 numbers on the board between 0 -10.

T: “用手指指出白板上最大的数字。”

S: will show the greatest number with their fingers.

T: “对，最大的数字是____。哪个数字最小？告诉你旁边的同学。”

S: will tell their neighbor the number that is the least.

T: “今天你会学习怎么比较不同物体的长度然后从最长排列到最短。告诉你旁边的同学最长是什么。”

T: “告诉你旁边的同学最短是什么。”

T: “我们一起做。长 (spread your arms apart to show long). 短 (bring your arms close together to show short).”

T: “我需要3个学生来帮我。”

• Choose students with different lengths of hair.

T: “我们来看2个学生的头发长度。谁的比较长？”

T: “谁的比较短？告诉你旁边的同学‘____的头发比较短’。”

S: will say, “____ hair is shorter.”

• Compare the three students 2 at a time.

T: “谢谢你们的帮忙，请坐下。”

Introduction to New Material (Direct Instruction): (4 minutes)

T: “当我们有三个不同长度的物体时，我们要怎么按照最长到最短的顺序排列？告诉你旁边的同学。”

S: will say, “look at them” or “measure them” or “put them in order”...

• Use the 3 different-length straws to introduce vocabulary. Start by showing students 2 straws.

T: “当我们比较物体的长度时，我们必须把它们排整齐，就像这些吸管一样。”

T: “如果你不把它们整齐地排一起，你的答案会准确吗？”

T: “我把吸管排好了，哪个比较长？告诉你旁边的同学‘粉红色的比较长’或‘绿色的比较长’。”

S: will tell their neighbor which straw is longer.

T: “哪个吸管比较长？”

S: “the ____ straw is longer.”

T: “告诉你旁边的同学哪个吸管比较短。请说出‘绿色的比较短’或‘粉红色的比较短’。”

S: will tell their neighbor which straw is shorter.

T: “哪个吸管比较短？”

S: “the ____ straw is shorter.”

T: “现在我们来比较3个吸管。哪个吸管最长？告诉你旁边的同学‘____的最长’。”

S: will tell their neighbor which straw is the longest.

T: “哪个吸管最短？”

S: “the ____ straw is the shortest.”

T: “对，因为它比其他两个还要短。”

Guided Practice: (8 minutes)

Use the modeling cycle:

Teacher Does:

T: “我会给你们10个连接方块。你们会把它们分成3个部分。”

• Break the cubes up into three parts.

T: “然后你的同学会决定哪个最长。哪个部分最长？”

S: “the ____ is the longest.”

T: “我们来做比较。没错，____最长。”

T: “哪个最短？”

S: “the ____ is the shortest.”

1 Students Does with Teacher:

T: “我们再来做一次。我会把它们分开然后你们要告诉我哪个最长和哪个最短。”

• Teacher will break up the 10 connecting cubes into three parts and ask the student questions.

T: “哪个最长？”

S: “the one with 4 is the longest.”

T: “哪个最短？”

S: “the one with 1 is the shortest.”

Assessment:

Guided and Independent Practice pages 386–387

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