

Grade 1	Lesson: 12–3 Using Units to Estimate and Measure Length	Reference to English
Math Standard(s): 1.MD.2		Domain: Measurement and Data
Content objective(s):		Language Objective(s):
Students will estimate, measure, and compare lengths of objects by using a nonstandard unit. 我会用非标准单位来估计，测量和比较物体的长度。		Students will say their estimates and measurements to their partner. 我会说出我得到的估计和测量。
Essential Understanding: Measurement is a process of comparing a unit to the object being measured. The length of any object can be used as a measurement unit for length.		Required Academic Vocabulary for Word Wall: Listen: 估计，测量 Read: Write: Speak: 估计，测量 Sentence Frame:
Materials: <ul style="list-style-type: none"> • Connecting cubes • classroom objects • Guided and Independent Practice page 394–395 		Additional Lesson Vocabulary: 计算机，钉书机，铅笔，楼梯，剪刀
Lesson:		Instructional Time: 25 minutes

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Opening: (4 minutes)

T: “你已经学会怎么比较物体的长度，也学会怎么按照最长到最短的顺序来排列。我们来看看上次的吸管。”

T: “我们有3跟吸管。告诉我哪个颜色的吸管最短。”

S: will say the color of the straw that is the shortest.

T: “哪个颜色的吸管最长？”

S: will say the color of the straw that is the longest.

T: “很好，___的吸管最短，___的吸管最长，然后我们会把另一个吸管放在中间。今天你会学习怎么估计一个物体的长度并测量。”

T: “现在我会走一步。你们猜猜看我需要走几步才会到教室的另一边。用手指比给我看。”

S: will show a number with their fingers.

• Write the guesses on the board.

T: “现在我要从这里走到教室的另一边。我走，你们帮我数我走几步。”

S: will count the teachers steps.

T: “我走了___步。我会把它写在白板上。你猜的数字很接近吗？”

S: answers will vary.

Introduction to New Material (Direct Instruction): (6 minutes)

T: “当你们猜我会走几步才会到教室的另一边时，你们就在做个估计。猜猜看的另一个词语是什么？告诉你旁边的同学。”

S: “estimate.”

T: “当你数出我走了几步，你就在测量教室有几步长。我从教室的一边走到另一边时，我们在做什么？”

S: “we measured it.”

• Hold up a pencil.

T: “我可以这样来测量一支铅笔吗？”

S: “no, the pencil is too small.”

T: “我们应该用什么来测量这支铅笔？把可能可以用来测量铅笔的东西告诉你旁边的同学。”

S: answers will vary.

T: “好，我们来用连接方块来测量铅笔。你觉得铅笔有几个连接方块长？”

S: answers will vary (“10 cubes”)

T: “现在我们来测量。跟我一起数。”

T: “这支铅笔有___个方块长。告诉你旁边的同学‘这支铅笔有___个方块长’。”

Guided Practice: (6 minutes)

Use the modeling cycle:

Teacher Does:

T: “我们来测量393页上图案立的铅笔有几个方块长。”

T: “我们一起做第一题。之后我会把你们分成两个一组来完成第2和3题。”

• Pass out page 393 and connecting cubes (10 per student)

T: “我们来看第一题，估计这支铅笔有几个连接方块长。”

S: “4” or “2”

T: “写下你的估计。”

T: “现在用连接方块来测量。”

S: will measure the pencil.

T: “你的测量是什么？”

S: “2 cubes.”

All Students Do:

T: “现在跟一个同学合作。我要你们估计并测量数学课本和剪刀。”

T: “请说：我估计___个方块 和我测量___个方块。”

S: will estimate and measure problems 2 and 3 with their partner.

• Teacher will walk around the room and keep the students on task.

T: “你有30秒钟来把纸给我然后会座位。”

Independent Practice: (5 minutes)

T: “我要你们估计和测量394和395页上的图。我们一起做第一题。”

T: “估计这个钉书机有几个方块长。”

S: will estimate.

T: “我们一起来测量。跟我一起数。”

T: “钉书机有几个方块长？请说：它的测量是___个方块。”

Assessment:

Guided and Independent Practice pages 394–395

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