

<b>Grade 1</b>	<b>Lesson: 13-4</b> <b>Problem Solving: Use Data from the Table</b>	Reference to English
<b>Math Standard(s): 1.MD.3</b>		<b>Domain: Measurement and Data</b>
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
Students will solve addition problems by recognizing and recording its parts in small groups. 我会认出和用小组写下算式的部分来解答加法问题。		Students will speak the words inside, outside and in all while adding parts. 我在相加部分时会说 里面, 外面 和 一共。
<b>Essential Understanding:</b> In order to solve some problems, data needs to be selected from a source outside the stamen o the problem, like a table.		<b>Academic Vocabulary:</b> <b>Listen:</b> <b>Read:</b> <b>Write:</b> <b>Speak:</b> <b>Sentence Frame:</b>
<b>Materials:</b> • Sentence strip • schedule		<b>Language and Word Wall:</b> 时间表
<b>Lesson:</b>		<b>Instructional Time: 20 minutes</b>

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### Opening: (2 minutes)

T: “你已经学会怎么认出并写下整点和半小时的时间了。今天你会学习怎么看和使用一个时间表的资料。”

T: “看在白板上的时间表。”

- Go through the schedule one at a time.

T: “每天我们都会按照莫种顺序做活动。为什么？”

S: will give responses.

T: “其他东西也有时间表，例如电视节目。时间表有时候很重要。今天你们会学习怎么看时间表。”

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

T: “今天我们会看看我们的时间表。我们今天有什么计划？”

S: will respond with the things that are on the schedule for the day, “math” or “science” or “PE” or “recess”...

T: “还有什么在时间表上？有时间吗？”

S: will respond, “yes”

T: “你们什么时候要学习数学？”

S: will say the time.

T: “你们什么时候要出去玩？”

S: will say the time.

T: “如果出去玩的时间跟数学是同一个时间，你会喜欢吗？”

S: will respond, “no”

T: “所以有个时间表是非常重要的，因为这样活动不会在同一个时间。”

### Guided Practice: (8 minutes)

Use the modeling cycle:

Teacher Does:

T: “我们来玩一个游戏。我会把你们分成4个一组。每组会拿到一些纸条，上面写着今天时间表上的活动。你们要按照顺序排出来。”

- Show the students the strips of paper. Identify the activity on the paper and the time.

T: “这些是要给你们的纸条。你们需要按照它们的时间顺序排出来。我来示范给你们看。”

- Put the 1<sup>st</sup> activity for the day on the board.

T: “我把什么活动放在白板上？”

S: will respond.

T: “那个活动是几点开始？”

S: will tell the teacher the time.

T: “接下来呢？不要说出来，想一想就好，等一下再跟你的组员分享。当你知道顺序时，把纸条黏在另一张纸上。之后你会拿给同学看。”

- Teacher will demonstrate how to glue the strips of paper on the paper.

All Students Do:

T: “我叫出你们那组时，请来拿你们需要的东西然后开始。”

S: will gather in their groups and begin the activity.

- Teacher will walk around the room promoting student conversations.

- When students have glued the schedule together, the teacher will gather them back together on the carpet.

T: “我们把时间表放在白板上，我们一起说出来。”

- Teacher will put all the schedules done by the students on the board and read them as a class.

### Closing: (4 minutes)

T: “现在我们一起来做第一题。”

T: “这是Diaz老师的时间表。请把表演开始的第一个活动圈起来。”

S: will circle reading.

T: “现在请做第2和3题。”

S: will complete questions 2 and 3.

T: “现在看看这个自然旅行时间表。10:00他们会去散步，11:00他们会去看小鸟，12:00他们会吃午餐，12:30他们会做鸟窝然后1:30他们会去摘花。”

T: “现在我把问题念给你听。小朋友几点要去看小鸟？看看这个时间表，看小鸟之前他们要做什么活动？”

S: will respond, “walk”

T: “没错，他们要去散步，把这个活动写在你的纸上。”

- Continue through all the questions as a whole class.

Assessment:

Guided Practice

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