

<b>Grade 1</b>	<b>Lesson: 14-1</b> <b>Using Data from Real Graphs</b>	Reference to English
<b>Math Standard(s): 1.MD.4</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> Each type of graph is most appropriate for certain kinds of data. Real graphs, picture graphs, and bar graphs make it easy to compare data.		<b>Academic Vocabulary:</b> <b>Listen:</b> <b>Read:</b> <b>Write:</b> <b>Speak:</b> <b>Sentence Frame:</b> 多 ___ 个标记物。 少 ___ 个标记物。
<b>Materials:</b> • Two-color counters (teaching tool 14)		<b>Language and Word Wall:</b>
<b>Lesson:</b>		<b>Instructional Time: 25 minutes</b>

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### Opening: (3 minutes)

T: “你已经学会怎么比较多与少的物体了。今天你会学习怎么用实际图表来比较和回答关于物体的问题。”

- Have the students make a circle.
- Drop 2-color counters on the floor in the middle of the circle.

T: “有几个红色的标记物？”

S: will respond with a number.

- Teacher writes the number on the board.

T: “有\_\_\_个红色的标记物。有几个黄色的标记物？”

S: will respond with a number.

- Teacher will write the number on the board.

T: “有\_\_\_个黄色的标记物。有比较多黄色的标记物还是红色的标记物？”

S: will respond, “red” or “yellow”

T: “有比较多\_\_\_的标记物。有比较少黄色的标记物还是红色的标记物？”

S: will respond, “red” or “yellow”

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

T: “全部的标记物都在地上，但四我要把它们移到白板上。我需要一学生来帮我。”

- Teacher will choose a student.

T: “选一个颜色，黄色或红色。”

S: will choose a color.

T: “我选红色(if the student chose yellow). 我会把一个红色的标记物放在下面的格子里。你可以选一个黄色的标记物然后放在格子里。我们会一直轮流知道没有标记物了。”

- The teacher and student will fill up all the boxes until they are out of counters.

T: “把标记物放在格子里(图表里)会帮助我们比较容易来回答问题。我们来看看图表然后回答问题。两个颜色的标记物一样多吗？”

S: will respond.

T: “哪个颜色比较多？”

S: will respond.

T: “多几个？”

S: will respond.

T: “哪个颜色比较少？”

S: will respond.

T: “少几个？”

S: will respond.

T: “有几个标记物没有配对？”

S: will respond.

### Guided Practice: (8 minutes)

Use the modeling cycle:

Teacher Does:

T: “现在请你一个同学一起做这个活动。每组会拿到7个标记物。你们会把它们放地上，然后你们会轮流一个一个拿起来放进图表的格子里。之后你们会回答问题。”

2 Students Do:

T: “我需要两个学生上来帮我示范。”

S: two students will come up, collect the paper with the graph and the 7 counters. They will drop the counters on the ground and then take turns placing them on the graph.

All Students Do:

T: “我叫到你们那组，请来拿标记物和纸然后开始。”

- Teacher will call out the pairs and pass out the materials.
- Teacher will walk around the room as the students do the activity.

S: will do the activity.

- Teacher will bring the students back together for questioning.

T: “当我们用图表时，我们能够比较容易看出哪个颜色的标记物比较多吗？”

S: will respond.

### Independent Practice: (8 minutes)

T: “现在换你了。你们会拿到一张纸。我们一起来做第一题。”

Assessment:

Guided Practice

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