

Grade 1	Lesson: 14-2 Using Data from Picture Graphs	Reference to English
Math Standard(s): 1.MD.4		Domain: Measurement and Data
Content Objective(s):		Language Objective(s):
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。
Essential Understanding: 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.		Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame: 有 ___ (number)个 ___ (object).
Materials: • Self-stick notes		Language and Word Wall: 形象文字图
Lesson:		Instructional Time: 25 minutes

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Opening: (3 minutes)

T: “你已经学会怎么用实际物体图表来回答问题了。今天你回用形象文字图来回答问题。”

- Draw a strawberry, pear and apple on the board in a vertical line and write the correct name next to each.
- Give each child 1 sticky note and a pencil

T: “你最喜欢哪个水果 – 草莓，梨子还是苹果？把那个水果画在你的纸上。”

S: will draw the fruit they like best on their sticky note.

T: “如果你画了苹果，请举手。”

S: who drew an apple will raise their hands.

T: “你如果画了苹果，请站起来然后把纸放在苹果的图案旁边。”

S: who drew an apple will stand up and put their apples in a row next to the original apple.

- Continue putting up the strawberries and pears the same way.
- Make sure each note is in its appropriate row.

Introduction to New Material (Direct Instruction): (5 minutes)

T: “我们做了一个形象文字图。形象文字图是用图案来做出一个图表。告诉你旁边的同学这是什么样的图表。”

S: will tell their neighbor “picture graph”

T: “看这个形象文字图，有几个人选苹果？告诉你旁边的同学。”

S: will tell their neighbor how many people chose apple.

T: “我们一起说出来。___ 个人选了苹果。”

- Write the number next to apple.
- Do this with strawberry and pear as well.

T: “哪个水果是我们班上学生最喜欢的？”

S: will respond.

T: “对，___ 有最多人喜欢。”

T: “哪个水果是最少人喜欢的？”

S: will respond.

T: “对，___ 是最少人喜欢的。”

T: “喜欢苹果比喜欢梨子的人多几个？”

- Continue to ask the students questions about the graph.

Guided Practice: (8 minutes)

Use the modeling cycle:

Teacher Does:

T: “现在我要把你们分成3个一组。每组回拿到3个图案。你们一人要选一张图然后放在图表里。你们要说出 ‘有___ ___。例如，‘有4颗苹果’。”

3 Students Do:

T: “我需要3个学生来帮我示范。”

- Teacher will choose 3 students.

T: “这是你们的图案。你们每个要选一张然后放在形象文字图上。”

S: will choose one picture and glue them on the picture graph.

T: “很好，现在你要说什么？”

S: each student will say, “there are ___ ___” for their picture.

All Students Do:

T: “很好，现在换你做了，你有5分钟来完成你的形象文字图。这是你们的组，来拿你们需要的东西后几可以开始了。”

S: will collect their materials and begin the activity.

- Teacher will walk around the room reminding students to use the sentence frame.

Independent Practice: (5 minutes)

T: “现在我们要再看三个形象文字图。你们回帮我回答一些问题。”

- The teacher can have the graphs on the board for all students to see, or use a document cam or pass out the papers to the students.

T: “看这个图表，上面有三种不一样的球。这三个运动是什么？”

S: will respond, “soccer, baseball and basketball”

T: “哪个运动是最喜欢的？哪个有最多颗球？”

S: will respond, “soccer”

T: “很好。第二题：喜欢足球的小朋友比喜欢篮球的多几个？我们来数足球。1.2.3.4.5.6.7.8.9. 我们来数篮球。”

Assessment:

Guided Practice

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