

<b>Grade 1</b>	<b>Lesson: 14-3 Using Data from Bar 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>
<b>Materials:</b> •		<b>Language and Word Wall:</b> 长条图
<b>Lesson:</b>		<b>Instructional Time: 20 -25 minutes</b>

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### Opening: (3 minutes)

T: “你已经学会怎么用实际物体图表和形象文字图来回答问题。今天你会学习怎么用长条图来回答问题。”

T: “我们来看这个动物长条图。如果你可以告诉我关于这个长条图的资料，请举手。”

S: will raise their hands and respond, “there are 4 elephants” or “there are 8 zebras” or “there are 6 giraffes”...

T: “没错，一个长条图跟一个形象文字图有什么不一样？告诉你旁边的同学。”

• Teacher will show the students a picture graph the students have already seen.

S: will turn to their neighbor and tell them how the two graphs are different.

T: “一个形象文字图里的每个格子里都有个图案，一个长条图里的每个格子里也有个图案吗？用大拇指比给我看。”

S: will show thumbs down.

T: “没错，长条图没有那么多个图案。那它下面的数字呢？形象文字图下面也有数字吗？用大拇指比给我看。”

S: will show thumbs down.

### Introduction to New Material (Direct Instruction): (15 minutes)

T: “就像一个实际图表和形象文字图一样，一个长条图也可以帮你回答问题。我们来看“最喜欢的动物”长条图。我会问你一些问题然后你们看看能不能回答它们。”

• Use document cam so all the students can see the graph clearly and know where to look.

T: “问题1：有几个小朋友选大象？用手指比给我看。”

S: will respond, “4”

T: “有几个小朋友选斑马？告诉你旁边的同学。”

S: will respond, “8”

T: “有几个小朋友选长颈鹿？我们一起来数，1,2,3,4,5,6. 几个小朋友选长颈鹿？”

S: will respond, “6”

T: “哪个动物是小朋友最喜欢的？告诉你旁边的同学。”

S: will turn to their neighbor and say, “zebra”

T: “斑马是最喜欢的。哪个动物是最少人喜欢的？大家一起说 1,2,3...大象。”

S: will whisper, “elephant”

• Continue with the questions such as, how many more children chose zebras than giraffes? How many fewer children chose elephants than zebras?

• Have students return to their tables/desks. Hand out their papers.

T: “我们再来看3个长条图。我会问你们一些问题，然后你们把答案写在纸上。”

T: “看第一个图表。则个图表是关于图书馆的不同种类的书。有故事书，关于人的书和恐龙的书。”

T: “问题1：哪种书有5个人借走？看看长条图。哪一个有5个？写在你的纸上。”

S: will write down, people.

T: “5本关于人的书被借走。那是你写下来的吗？”

• Teacher will quickly walk around the room to check the students' work.

T: “问题2：哪种书有最多人借走？故事书，关于人的书还是恐龙的书？哪个有最多？告诉你旁边的同学然后写你的纸上。”

S: will turn to their neighbor and say “story books” and then write it on their paper.

T: “大多数的人借走故事书。那是你告诉旁边的统选的答案吗？检查你写下来的答案。”

• Go through the rest of the questions as a whole group.

### Closing: (2 minutes)

T: “今天做得很好。你学会怎么用长条图了。这个图表叫做什么？”

S: will respond, “bar graph”

T: “对，我们已经学习关于实际图表，形象文字图和长条图了。”

### Assessment:

### Guided Practice