

Grade 1	Lesson: 14-4 Collecting Data Using Tally Marks	Reference to English
Math Standard(s): 1.MD.4		Domain: Measurement and Data
Content Objective(s):		Language Objective(s):
Students will record data using tally marks. 我会用计数条来纪录资料。		Students will count their tally marks by counting by 5's. 我会五个一数来数出计数条。
Essential Understanding: Tally charts are useful in recording and organizing some kinds of data.		Academic Vocabulary for Word Wall: Listen: 计数条, 资料 Read: Write: Speak: 5的倍数 Sentence Frame:
Materials: • Whiteboards, erasers, markers • Guided and independent practice pages 450-451		Additional Lesson Vocabulary: 数字, 颜色, 袜子
Lesson:		Instructional Time: 20-25 minutes

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Opening: (4 minutes)

T: “你已经学会怎么从不同图表上找出资料了(object graphs, picture graphs, bar graphs). 你也学会怎么五个一数了。跟我一起从5数到25。5,10,15,20,25。”

S: will skip count with the teacher.

T: “今天你会学习怎么纪录资料来帮助你比较容易数数字。”

T: “我需要5个学生来帮我。”

• Teacher will choose 5 students.

T: “我需要你们把手举起来给我们看你们的手指。一共有几只手指？我们一个一个来数。(count the fingers from 1-50) 那花太多时间了，现在我们来五个一数。5,10,15,20,25,30,35,40,45,50. 50 只手指。这样比较快。”

S: will count with the teacher.

Introduction to New Material (Direct Instruction): (8 minutes)

T: “今天我们会用计数线来帮我们纪录资料。计数线是什么？我来画给你们看。”

T: “看一下教室里的东西然后找出____的东西 (pick a color). 不要站起来，请指出以个____的东西。(color you chose).

• Call on 4 students one at a time and draw the things they say on the board with a label.

T: “你说这些东西是____的。(the color you chose) 跟我一起数。一共有几个？告诉你旁边的同学然后用手指比给我看。”

S: “4” and show 4 with their fingers.

T: “我会为每样东西画一个计数线。____一个计数线。____一个计数线。____一个计数线。____一个计数线。这样是4个计数线来代表4个____色的东西。”

T: “现在请看一看教室里然后找出另一个____色的东西。”

T: “还有什么____色的?”

S: will respond.

T: “我会把那个画在白板上然后画出第5个计数线。你看，第5条计数线是斜的来完成这组5，这样会让我们可以比较容易来数资料。”

T: “为了来练习数数字和斜计数条，我会发白板，白板笔和板擦给你们。”

T: “我会给你们一个数字然后你们会画计数条来代表这个数字。”

T: “用计数条写出十。”

S: will write ten in tally marks.

T: “跟旁边的同学做检查，要确定你们的答案是一样的。”

S: will check their answer with their neighbor.

T: “给我看你们的白板。”

• Check the student work to make sure they wrote the tally marks correctly.

T: “现在五个一数来输出计数线。”

S: “five, ten.”

T: “用计数条写下25。”

• Go through the same process with at least 3 more numbers.

T: “现在我们用个位数不是5或0的数字来练习。请用计数条写下32。”

S: will write down 32 using tally marks.

T: “跟旁边的同学做检查。”

T: “给我看你们的白板。”

T: “现在五个一数来输出计数线。”

S: “five, ten, fifteen, twenty, twenty five, thirty, thirty one, thirty two.”

T: “我们一起数，五，十，十五，二十，二十五，三十，三十一，三十二。”

• Continue with 3 more numbers that don't end in a 5 or 0.

Independent Practice: (5 minutes)

T: “看看这些袜子。有只袜子是绿色的？请用计数条来代表绿色的袜子。记得第5条是斜的。”

S: will write tally marks for all the green sox.

T: “告诉你旁边的同学有几只绿色的袜子。”

S: will turn to their neighbor and say, “6”

T: “有6只绿色的袜子。有几只橘色的袜子？用计数条来代表橘色的袜子。”

S: will write tally marks for all the orange sox.

T: “告诉你旁边的同学有几只橘色的袜子。”

S: will turn to their neighbor and say, “5”

T: “有5只橘色的袜子。有几只蓝色的袜子？用计数条来代表蓝色的袜子。”

Assessment:

Guided Practice and Independent Practice page 450 - 451

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