

Grade 1	Lesson: 14–6 Making 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. The key for a pictograph determines the number of pictures needed to represent each number in a set of dots.		Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame:
Materials: • Self-stick notes		Language and Word Wall:
Lesson:		Instructional Time: 25 minutes

REVIEW – NOT FOR PUBLICATION
PROPERTY OF USOE

Opening: (3 minutes)

T: “你已经学会怎么用计数条做出图表，也学会怎么使用形象文字图上的资料了。今天你会学习怎么从同学那里收集资料，使用这些资料来做出计数线图表和用计数线图表来做出一个形象文字图。”

- Make a two-column three-row tally chart on the board. In the left column, write the names of the three most popular pieces of playground equipment— such as slide, swing, see-saw— in such a way as to begin a graph set-up.

T: “你出去玩的时候，最喜欢做什么活动？踢足球，荡秋千，跳房子，跳绳或在操场上玩。如果你最喜欢的活动是踢足球，请举手。”

- Show pictures of each recess activity.

S: will raise their hands.

- Teacher will make tally marks on the board.

T: “如果你最喜欢的活动是荡秋千，请举手。”

S: will raise their hands.

- Teacher will make tally marks on the board.

T: “如果你最喜欢的活动是在操场上玩，请举手。”

S: will raise their hands.

- Teacher will make tally marks on the board.

T: “如果你最喜欢的活动是跳房子，请举手。”

S: will raise their hands.

- Teacher will make tally marks on the board.

T: “如果你最喜欢的活动是跳绳，请举手。”

S: will raise their hands.

- Teacher will make tally marks on the board.

Introduction to New Material (Direct Instruction): (3 minutes)

T: “你可以怎么用计数条来做一个图表？”

- Teacher will distribute self-stick notes and pencils to children.

T: “在一张纸上画你在休息时间最喜欢的活动。”

S: will draw a picture of their favorite recess activity.

T: “就像你把计数条画在刚刚我们做的活动旁边，现在请你上来把你画的图放在活动的旁边。”

- Teacher will call on students one at a time and have them put their pictures in the graph.

T: “看看我们的形象文字图。有几个学生画踢足球？我们来数”

S: will count with the teacher.

- Go through swings, playground, hopscotch, and jump rope the same way.

T: “哪个活动是最多人喜欢的？”

S: will respond.

T: “哪个活动是最少人喜欢的？”

S: will respond.

Guided Practice: (8 minutes)

Use the modeling cycle:

Teacher Does:

T: “现在我要你跟一个同学一起合作。你们会从计数条的表格找出自来哦然后做出一个图表，就像我们刚刚做的活动一样。每组会拿到2个表格，我要你们把图表填满，你现在还不用回答问题。”

All Students Do:

T: “我会把你们分成两个一组。我叫到你们那组时，请来拿纸然后开始。”

- Teacher will separate the students.

S: will fill in the graphs with their partners.

- Teacher will bring the students back together after 5 minutes.

T: “我们来看下课后最喜欢做的活动的图表。那个是最喜欢的活动？告诉你旁边的同学，‘___是最喜欢的活动。’”

S: will tell their neighbor “sports are the favorite.”

T: “大家一起说‘运动是最喜欢的活动’，哪个是最少人喜欢的活动？告诉你旁边的同学___是最少人喜欢的活动。”

S: will turn to their neighbor and say, “skating is the least favorite.”

T: “请举手来告诉我下课后最少人喜欢的活动是什么。”

S: will raise their hand and say, “skating is the least favorite.”

Assessment:

Guided Practice

REVIEW – NOT FOR PUBLICATION
PROPERTY OF USOE