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| Grade 1 | Lesson: 16-1 Making Equal Parts | Reference to English |
| Math Standard(s): 1.G.3 | | Domain: Geometry |
| Content Objective(s): | | Language Objective(s): |
| Children will determine whether a shape is divided into equal or unequal parts. 我会认出和用小组写下算式的部分来做出加法问题。 | | Students will speak the words equal parts and not equal parts. 我在相加部分时会说 里面, 外面 和 一共。 |
| Essential Understanding: A region can be divided into equal-sized parts in different ways. Equal-sized parts of a region have the same area but not necessarily the same shape. | | Academic Vocabulary for Word Wall: Listen: equal parts, not equal parts Read: Write: Speak: equal parts, not equal parts Sentence Frame: |
| Materials: <ul style="list-style-type: none"> • paper • 2 boxes • crayons • 2 apples • 3 different shapes | | Additional Lesson Vocabulary: |
| Lesson: | | Instructional Time: 25 minutes |

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Opening: (3 minutes)

T: “你已经学会怎么数数字了。今天你会学习怎么数一个形状的部分来决定部分是不是相等的。”

T: “当我说‘形状的部分’，我有什么意思？”

S: will respond, “not the whole” or “one piece of a whole.”

T: “我们来想一想，你有没有看过一个人把三明治切成相等的部分？告诉你旁边的同学‘我有看过’或‘我没看过’。”

S: will tell their neighbor.

T: “你还可以把什么东西分成相等的部分？告诉你旁边的同学。”

S: “pizza, cookies, pie, bagel”

T: “如果你想分享一样东西，你可以把她分成相等的部分。”

Introduction to New Material (Direct Instruction): (7 minutes)

T: “‘相等’有什么意思？”

S: answers will vary.

T: “很好，相等的意思就是一样，一样多，一样的大小。”

• Show the students 3 different shapes.

T: “看白板上的这些形状。你怎么知道一个形状可以被分成相等的部分？告诉你旁边的同学。”

S: “the parts are the same size.”

T: “你怎么知道这些形状被分成相等的部分？”

S: “the parts are the same size.”

• Show the students an apple.

T: “这里有一颗苹果。我要把它切成2个部分。(Cut the apple) 我会给你比较小的然后我自己拿比较大的。这样公平吗？”

S: “no”

T: “为什么？告诉你旁边的同学。”

S: “because teachers part is bigger and my part is smaller.”

T: “为什么？”

S: “because your part is bigger.”

T: “现在我要把苹果切成2个相等的部分。我会给你一个部分然后留下另一个部分。这样公平吗？”

S: “yes.”

T: “为什么？”

S: “because they are equal” or “because they are the same.”

• Pass out whiteboards, 2 pieces of paper and 1 crayon to each student.

T: “我要给你们2张纸。你要拿一张起来然后把它折成2个相等的部分。”

• Watch the students as they fold their first piece of paper to make sure they are folding it into 2 equal parts.

T: “现在拿一支蜡笔来在你折的地方画一条线。”

T: “你画完之后请拿起另一张纸。把第二张纸折成不相等的2个部分。”

• Watch the students as they fold their second piece of paper into unequal parts.

T: “现在用蜡笔画一条线在折的地方。”

Guided Practice: (5 minutes)

Use the modeling cycle:

Teacher Does:

T: “现在我们要来完一个游戏。你会给一个同学看你的纸。他们会说“是相等的部分”或“不是相等的部分。”

T: “我来示范。”

1 Students Does with Teacher:

T: “我需要有一个学生上来帮我。”

T: “我会先给你看我的纸。你要说“是相等的部分”或“不是相等的部分。””

• Teacher will show the paper with the line drawn on it.

S: “it has equal parts” or “it does NOT have equal parts”

T: “没错，我们再来做一个。”

S: “it has equal parts” or “it does NOT have equal parts.”

T: “很好。现在给我看你第一张纸。”

S: will show their first paper.

T: “它有相等的部分”或“它没有相等的部分。”

S: will show their 2nd paper.

T: “它有相等的部分”或“它没有相等的部分。”

Assessment:

Guided and Independent Practice page 518 and 519

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