

Grade 1	Lesson: 3-2 Recognizing Numbers on a Ten-Frame	Reference to English
Math Standard(s): 1.OA.5		Domain: Operations and Algebraic Thinking
Content Objective(s):		Language Objective(s):
Students will solve addition problems by recognizing and recording its parts in small groups. 我会出和用小写下算式的部分来做出加法。		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: Numbers to 10 can be represented on a ten-frame using 5 and 10 as benchmarks.		Academic Vocabulary: Listen: 里面, 外面, 一共 Read: Write: Speak: 里面, 外面, 一共 Sentence Frame:
Materials: <ul style="list-style-type: none"> • Blank Mini Ten-Frames (teaching tool 4) • Counters (or teaching tool 14) • Connecting cubes • Student math workbooks 		Language and Word Wall:
Lesson: Recognizing Numbers on a Ten-Frame		Instructional Time: 40 minutes

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Opening: (5 minutes) –

T: “你已经学会怎么用十方格来表示一个数字。今天你会学习怎么用十方格来找出一个数字。”

- Teacher will hold up a train of 6 connecting cubes.

T: “有几个方块？”

- Students give the answer: 6
- Teacher will break the train of 6 into 2 trains of 3.

T: “还有6个方块吗？”

- Students say yes, there are

T: “所以你可以说3加3是6吗？”

- Students say yes again. Put the cubes back together.

T: “除了用3加3以外，我要怎么用5和另外一个数字来表示六？”

- Students tell you to make one train of 5 and another of just 1.

Introduction to New Material (Direct Instruction): (10 minutes)

- Teacher will draw a ten-frame on the board and put 6 counters on it.

T: “今天我们要学习怎么快速的在十方格上数标记物。看一下我的十方格，上面有几个标记物？”

- Students count as a class. They give the answer: 6

T: “很好，有六个。但是你知道有个比较快的方式可以数这些标记物吗？我来做给你看。”

- Teacher will use their finger and place it at the end of the top row of counters on your ten-frame.

T: “我知道你上面那排已经有5个标记物，所以你不需要数上面的标记物。你知道十方格的上排一定都有5个格子，所以你可以直接从5开始数，而不是从1开始。”

- Teacher will move their finger down to the bottom row now.

T: “下面那排只有1个标记物，所以5再多一是什么？”

- Students say the answer: 6.

T: “很好，有6个因为5加1是6。我们再做一题。”

- Teacher will put 8 counters on the ten-frame.

T: “记住，不要从1开始数，要从5开始因为你已经知道上面那排有5个标记物。下面那排有3个标记物，所以我需要想：五多3是什么？”

- Students say the answer 8.

T: “很好，我们再做另外一题。”

- Teacher will put only 4 counters on the top row.

T: “糟糕，上面那排还有五个吗？”

- Students say: no.

T: “没有，只有四个，1, 2, 3, 4。但是没关系，我还是可以很快的数出来，因为我知道上面有5个格子，所以我知道上面是五少一。5少一是什么？”

- Students respond: 4

Guided Practice: (10 minutes)

Use the modeling cycle:

1. Teacher Does:

- (Depending on the number of counters on each ten-frame, switch between telling how it relates to 5 or how it relates to 10.) Point to a ten-frame on the board showing 6 (you are doing number 1 from page 95 of the student math workbook as a class). Model doing a think aloud:

T: “我在看十方格，这个数字大于5吗？对。”

T: “数字比5大多少？它比5大一。”

T: “数字比10小吗？对。”

T: “它比10小多少？下面那排有4个空的格子，所以这个数字比10小4。”

T: “十方格表示的数字是什么？6。现在我要在十方格里画6个标记物。我画完时会写5和1是6。”

2. Students Do with Teacher:

- Point to a ten-frame on the board showing 3 (you are doing number 2 from page 95 of the student math workbook as a class).

T: “看这个十方格。数字大于5吗？”

- Students respond: yes

T: “数字大于10吗？”

- Students respond: no

T: “它比10小多少？”

Assessment:

Problems 1–8 of page 96 and 97 of student math workbook

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