| Grade 1 | Lesson: 3-3<br>Parts of 10 | Reference to English |
|---|---|---|

| Math Standard(s): 1.OA.6 | Domain: Operations and Algebraic Thinking |
|---|---|

| Content Objective(s): | Language Objective(s): |
|---|---|
| Students will show parts of ten on a ten frame.<br>我会用十方格显示出十的部分。 | Students will respond to the teacher with the correct answers.<br>我会说出问题正确的答案来回答老师的问题。 |
| **Essential Understanding:**<br>The number 10 can be broken into parts of the whole in different ways. | **Academic Vocabulary:**<br>Listen:<br>Read:<br>Write:<br>Speak:<br>**Sentence Frame:** |
| **Materials:**<br>• **Number Cards 0-11 (Teaching Tool 9)**<br>• **Counters for teaching (or Teaching Tool 14)**<br>• **Student math workbook (page 99, 100, 101)** | **Language and Word Wall:** |

| Lesson: Parts of 10 | Instructional Time: 40 minutes |
|---|---|

**Opening: (5 minutes)** –

**T:** "你已经学会怎么用十方格来显示一个数字。今天你会学会怎么用十方格表示十的部分。"

- Ask 10 children to stand up. Then name 3 of those children and ask them to raise their hands.

**T:** "你们那组有几个小朋友？"

- Students say: 10

**T:** "全部是什么？"

- Students say: 10

**T:** "有几个小朋友在举手？"

- Students say: 3

**T:** "有几个小朋友没有举手？"

- Students say: 7

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

- Sit the children back down. Tell them to listen as you ask them a math story problem. Use the names of two students in your class for the story problem.

**T:** "＿＿＿＿＿＿ 和 ＿＿＿＿＿＿ 想买一些帽子。有红色和黄色的帽子。他们有足够的钱来买10顶帽子。我们会用这些红色和黄色的标记物来代表所买的帽子。我们把标记物放在十方格里来知道我们买了几顶帽子。"

- Have children take turns to come up and show any combination of red and yellow counters, including 10 of one color and 0 of another, to show 10 in all. Make sure each of them, when they are done, tell the whole class the number of red and yellow counters they have shown in the ten-frame.
- Make sure to talk about the yellow counters as one part of 10 and the red counters as the other part of 10.

**T:** "很好！现在我们来看所有红色和黄色的不同组合。我要把红色和黄色的标记物放在十方格里，我要你们专心听和看。"

- As an example for them, put 4 reds and 6 yellows on the ten frame.

**T:** "全部是什么？"

- Students say: 10

**T:** "很好。10的部分是什么？"

- Students say: 4 and 6

**T:** "你怎么知道哪个是部分，哪个是全部？"

- Students could say: The red counters are one part, and the yellow counters are the other part. The whole is all of the counters.
- Repeat this with other parts of 10. As children tell you their parts of 10, write them on the board like this:

    10 is ＿＿4＿＿ and ＿＿6＿＿ .
    10 is ＿＿＿＿ and ＿＿＿＿ .

**Guided Practice: (10 minutes)**

Use the modeling cycle:

**1. Teacher Does:**

**T:** "现在我们来试一试不同的东西。"

- Using your number cards, pick one and read it.

**T:** "我拿一张卡片然后我会用红色的标记物在十方格代表卡片上的数字。"

- Place that number of red counters on your ten-frame.

**T:** "我会用黄色的标记物来放在十方格上剩下的空格里。"

- Fill the rest of the spaces with yellow counters."

**T:** "现在我可以用有几个红色和黄色的标记物数字来完成数学算式。"

- Fill in the senteces 10 is ＿＿＿＿＿ and ＿＿＿＿＿ .

**2. Students Do with Teacher:**

**T:** "好，我们再做一题。"

- Using your number cards, pick one and read it. Place that number of red counters on your ten-frame. Pick a student to come up and fill the remaining spaces with yellow counters. When they're finished, fill in the math sentence so it says:

    10 is ＿＿＿＿＿ and ＿＿＿＿＿ .

- Repeat this until students start to get it easily.

3. Students Do:

## Assessment:

Problems 1-8 of page 100-101 of their math workbooks
Observation during partner work/guided practice