Grade 1	Lesson: 3-5 Problem Solving: Make a Table	Reference to English
Math Standard(s): 1.OA.6 **Thinking**		**Domain: Operations and Algebraic**

Content Objective(s):	Language Objective(s):
Students will show ways to make 10. 我会显示凑成10的方式。	Students will count with a partner as they make ten. 我会跟同学一起数来凑成10。
Essential Understanding: Some Problems can be solved by recording and organizing data in a table and by finding and using numerical patterns in the table.	**Academic Vocabulary:** **Listen:** **Read:** **Write:** **Speak:** **Sentence Frame:**
Materials: • **Counters (or teaching tool 14)** • **Student math workbooks**	**Language and Word Wall:**

Lesson: Problem Solving: Make a Table	Instructional Time: 45 minutes

Opening: (5 minutes) –
T: "你已经学会怎么用部分－部分－全部的模式来找出不同组成10的方式。今天你会学会怎么用图表来白松凑成10的不同方式。这是其中一个方式。"
- Write 5 and 5 on the board, and underneath use counters to show 5 and 5.

T: "还有其他凑成10 的方式吗？请举手告诉我。"
- For every answer students give you, write it and use counters to show it.

Introduction to New Material (Direct Instruction): (15 minutes)
T: "有很多不同的方式可以凑成10。看一下白板。还有其他方式吗？你怎么知道你找出全部的方式？有时候很难，但是我们可以用一个表格来帮助我们。表格可以帮助我们知道我们已经用过哪些不同的方式来凑成十。"
- Put up page 107 on the board or overhead.

T: "这是一个表格。一个表格里有很多排和两列。今天我们克惠用这样的表格来找出怎么凑成十的方式。所以在一排的第一列写5然后另一列也写5，这样刚好凑成十。"
- Write 5 in the first square of the left column and 5 in the second square of the right column.

T: "你看，一个表格可以帮助你比较容易看到你有的资料。现在我的表格已经有5和5了，我第二排也要写5和5吗？"
- Kids answer no.

T: "为什么？"
- Kids say because 5 and 5 is already there and we're looking for new ways to make 10. If students cannot come up with this answer, tell it to them.

T: "现在我们再来看看还有哪些凑成10的方式。"
- Tell each student to open their math workbooks to page 107.

Guided Practice: (10 minutes)
T: "用标记物和部分－部分－全部模式或表格来找出四个以上的方式来凑成10。你每次找到新的方式时，请写在表格里。我先开始。"
Use the modeling cycle:
1. Teacher Does:
T: "首先，我会选一个小于10的数字。它需要比10小因为如果比较大，我就不能用来凑成10。那我要选7。"
- Write 7 in one side of the table in the next row, and put 7 counters on the left side of the part-part-whole chart.

T: "我现在有7，我还需要多少才能凑成10？"
- Help students figure out that you need 3 more. Put 3 counters on the right side of the part-part-whole chart.

T: "我还需要3才能凑成10。所以我会在表格的另一边写下3。"
- Write 3 on the other side of the table.

2. Students Do with Teacher:
T: "我们一起做一题。谁可以找出另外一个方式来凑成10？如果你想不起来，你可以选一个比10还要小，而且还没出现过的数字。"
- Do a couple examples with students.

3. Students Do:
T: "现在换你和一个同学来试试看了。请找出2个以上的方式来凑成10。记住，他们一定要时不一样的方式。"
- Students work with their desk partner to use counters to find and write two more ways to make ten.

Independent Practice: (10 minutes)
T: " 把课本翻到第108和109页。请自己做第1－4题。"
- Students use counters if they need to do problems 1-4.

Closing: (5 minutes)
T: "今天你学会怎么用表格来捷达问题和写出部分－部分－全部模式的题目。"

Assessment:

Number 1-4 of student math workbook, pages 108-109