Grade 1	Lesson: 4-10 Problem Solving: Draw a Picture and Write a Number Sentence	Reference to English

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

Content Objective(s):	Language Objective(s):
Students will draw pictures to solve addition story problems. 我会画图来捷达加法故事的问题。	Students will say the numbers while adding two addends to make a sum. 我画图来捷达加法问题时会说1–12的数字。
Essential Understanding: Information in a problem can often be shown using a diagram and used to understand and solve the problem. Some problems can be solved by writing and completing a number sentence.	**Academic Vocabulary for Word Wall:** **Listen:** 加法，加，等于，总和 **Read:** 加法 **Write:** **Speak:** 加法，加，等于，倍数 **Sentence Frame:** ___ + ___ = ___
Materials: • **Whiteboards and dry erase markers** • **Guided Practice page 154–155** • **Problem Solving page 156**	**Additional Lesson Vocabulary:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Lesson: Problem Solving: Draw a Picture and Write a Number Sentence	Instructional Time: 35 minutes

Opening: (2 minutes)

T: "你在课本里看到有些题目有图案来帮助你解答。有时候这些图案会帮助你知道你需要做什么。今天你会学习怎么画图来解答问题。"

•Write the following on the board: adding with 0, 1, 2; doubles; near doubles; facts with 5 on a ten-frame; and making 10 on a ten-frame.

T: "我有这个加法问题：4 + 4."

•Write the problem 4 + 4 on the whiteboard.

T: "我可以用什么加法方式来解答？告诉你旁边的同学。"

S: will say "doubles "

T: "你会用什么方式？"

S: will say, "doubles."

T: "我有这个加法问题：7 + 3."

•Write the problem 7 + 3 on the whiteboard.

T: "我可以用什么加法方式来解答？告诉你旁边的同学。"

S: will say "making 10 on a ten-frame."

T: "没错，可以凑成十。这是一个十方格 (have one on the whiteboard)，我会把7个标记物放在十方格里然后再加3个，就像这样。"

T: "我有这个加法问题： 5 + 1."

•Write the problem 5 + 1 on the whiteboard.

T: "我可以用什么加法方式来解答？告诉你旁边的同学。"

S: will say "adding with 0, 1, 2. "

T: "你可以加0, 1和2."

T: "我有这个加法问题： 3 + 4."

•Write the problem 3 + 4 on the whiteboard.

T: "我可以用什么加法方式来解答？告诉你旁边的同学。"

S: will say "near doubles."

T: "对，可以用接近倍数的方式。我们一起来做3 + 4。我知道4 + 4 = 8, 减掉1等于7。"

Introduction to New Material (Direct Instruction): (6 minutes)

•Distribute the counters, whiteboards, and dry erase markers to the students.

T: "6 只鱼在游泳，又有3只加入它们。一共有几只鱼？你可以怎么画土来解答问题？"

•Write this problem on the board and read it aloud.

T: "你需要先表示什么？'"

S: will say "the 6 fish that swim by."

T: "我会在白板上画6只鱼。我要你们在你们的白板上跟着我画。"

•The teacher will draw 6 fish on the whiteboard.

•The students will draw 6 fish on their whiteboards.

T: "那我应该做什么？告诉你旁边的同学。"

S: will say "draw 3 more fish."

T: "然后再画3只鱼。"

•The teacher will draw 3 more fish on the whiteboard.

•The students will draw 3 more fish on their whiteboards.

T: "我可以怎么用图啊案来帮助我解答问题？"

S: will say "you can count the fish to find out how many fish in all."

T: "一共有几只鱼？用手指比给我看。"

S: will show 9 with their fingers.

T: "我可以为这个图案写出一个算式吗？"

S: will say "yes."

T: "这个图案的加法算式是什么？"

S: will say "6 + 3 = 9."

T: "很好，把它写在白板上。"

•The teacher will write the number sentence on the whiteboard.

•The students will record the number sentence on their whiteboards.

Guided Practice: (15 minutes)

Use the modeling cycle:

Teacher Does:

T: "为了做这个活动，我需要讲一个有关鱼的故事。8只鱼在游泳，又有2只加入它们。一共有几只鱼？"

•Write this problem on the board and read it aloud.

T: "我要为这题画一个图啊案来解答。 我需要先表示什么？"

S: will say "the 8 fish that swim by."

Assessment:
Guided Practice