Grade 1	Lesson: 4-1 Adding with 0, 1, 2	Reference to English
Math Standard(s): 1.OA.3, 1.OA.5, 1.OA.6, & 1.OA.7		**Domain: Operations and Algebraic Thinking**
Content Objective(s):		**Language Objective(s):**
Students will count on to add, starting with the greater number. 我会继续数来加上0, 1 和 2。		Students will speak the numbers 0-11 while adding with 0, 1, and 2. 我在用0, 1 和 2 做加法时 会说出0-11的数字。
Essential Understanding: The number relationships of 0, 1-more-than, and 2-more-than are the basis for addition facts with a 0, 1, and 2.		**Academic Vocabulary for Word Wall:** **Listen:** **Read:** **Write:** **Speak:** 加法，加，等于 **Sentence Frame:** ___ + ___ = ___
Materials: • Number Cards 0-11 (1 set per pair) • Counters (11 per pair) • Building Blocks (8 for the teacher) • Whiteboards and dry erase markers • Guided Practice page 118-119 • Problem Solving page 120 • Picture of a rabbit, pot and 6 separate carrots		**Additional Lesson Vocabulary:** 加法，加，等于，算式，0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 兔子，汤，锅子
Lesson: Adding with 0, 1, 2		**Instructional Time: 40 minutes**

Opening: (2 minutes)

T: "你已经学会怎么做两组的加法。今天你会学习怎么加0, 1 或 2。"

• Demonstrate the following with building blocks.

T: "你有6个积木然后又多加了2个，折兑里有几个积木？"

S: will say "8".

T: "跟我一起数积木1, 2, 3, 4, 5, 6, 7, 8。"

S: will say "1, 2, 3, 4, 5, 6, 7, 8."

T: "6多二是8。"

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

• Distribute counters, number cards 0–9, whiteboards, and dry erase markers.

T: "兔子在煮汤。锅子里已经有5个红萝卜了，兔子需要再加1个。他之后会有几个？你可以不要用数的来找出有几个吗？"

• Guide the students through this activity.

T: "锅子里原本有几个红萝卜？用手指比给我看。"

S: will show "5".

T: "我会把5写在白板上。我们把它圈起来。"

• The teacher will write the number 5 on the whiteboard and circle it.

T: "兔子还需要几个红萝卜？打假一起说。"

S: will say "1".

T: "我们会从圈起来的数字开始数。所以我们从5开始然后加1个。跟我一起数。"

S: will say "5, 6".

T: "5多一是6。这个故事的加法算式是什么？写在你的白板上。"

S: will say "5 + 1 = 6."

T: "跟我一起说出加法算式。"

S: will say "5 plus 1 equals 6."

Guided Practice: (15 minutes)

Use the modeling cycle:

Teacher Does:

T: "我们再来做一题。这次我们会用数字卡来决定兔子的汤里有几个红萝卜。我们要把数字卡纷呈两堆。(show the number cards) 把数字3 – 9放在一堆。把数字0 – 2放在另一堆。"

• Demonstrate for the students how to separate the number cards into two piles.

T: "我会从第一堆里选一张卡。这张卡告诉我锅子里已经有几个红萝卜。所以，锅子里已经有____个红萝卜。" (write the number on the board)

• Teacher flips over the top card in pile #1.

T: "之后我会从第二堆选一张卡。这张卡告诉我兔子又加了几个红萝卜。所以，兔子又在锅子里加了____个红萝卜。" (write the number on the board)

• Teacher flips over the top card in pile #2.

T: "所以，兔子一开始有____个红萝卜在锅子里。兔子还需要____个红萝卜。它一共有几个红萝卜？告诉你旁边的同学。"

S: will say to their neighbor, "____".

T: 这个故事的加法算式是什么？"

S: will say "____ + ____ = ____."

T: "你要怎么念这个算式？"

S: will say "____ plus ____ equals ____."

Student Does with Teacher:

T: "我需要一个学生来帮我。"

• Pick a student to come up and demonstrate the activity with the teacher.

T: "我们再来做一题。我的数字卡还放在两堆。我会从第一堆里选一张。这个数字是____。(write it on the board) 这个数字告诉我锅子里有几个红萝卜。所以锅子里已经有____个红萝卜。"

• Teacher flips over the top card in pile #1.

T: "现在从第二堆里选一张卡。"

• The student volunteer flips over the top card in pile #2.

T: "是什么数字？请写在白板上。"

S: will say "____"and write it on the board.

T: "这个卡上的数字代表兔子需要多加几个红萝卜。所以，兔子会加____个红萝卜。它一共有几个红萝卜？"

Assessment:
Guided Practice