

Grade 1	Lesson: 4-2 Doubles	Reference to English
Math Standard(s): 1.0A.6, & 1.0A.8		Domain: Operations and Algebraic Thinking
Content Objective(s):		Language Objective(s):
Students will recognize doubles as a strategy for remembering sums. 我会加倍数来找出总和。		Students will speak the numbers 1-10 while adding doubles. 我加倍数时会说1-10的数字。
Essential Understanding: Doubles facts can be associated with memorable real world situations.		Academic Vocabulary for Word Wall: Listen: 倍数, 加数 Read: 倍数, 加法 Write: Speak: 倍数, 加数, 加法, 加, 等于
Materials: <ul style="list-style-type: none"> • Picture of a turtle • Connecting Cubes (1 2 per pair) • Dice (1 per pair) • Whiteboards and dry erase markers • Guided Practice page 122-123 • Problem Solving page 124 		Additional Lesson Vocabulary: 倍数, 加数, 加法, 加, 等于, 算式, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Lesson: Doubles		Instructional Time: 40 minutes

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Opening: (2 minutes)

T: “你已经学会用不同方式来做加法了。现在你会学习怎么加倍数。看一下这个乌龟的图案，它有几只脚？”

S: will say “4”.

T: “假装我们有2只乌龟。我们要怎么找出2只乌龟一共有几只脚？”

S: will say “we add” or “ $4 + 4 = 8$ ”.

T: “当你加两个一样的数字，你就是在加一个数字的倍数。”

- Show the students the character for double with $4 + 4 = 8$ written underneath.

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

- Distribute connecting cubes, whiteboards, and dry erase markers to the students.

T: “Jan 和 Fran 是双胞胎。(draw Jan and Fran on the board) 他们有一样多的玩具。如果他们各有3个玩具 (write 3 under Jan and 3 under Fran), 他们一共有几个玩具？用连接方块来找出答案。”

- Guide the students through this activity. Encourage the students to use their connecting cubes to figure out the problem.

T: “Jan有几个玩具？”

S: will say “3”.

T: “对！连接三个方块。”

S: will put 3 cubes together and hold them up.

T: “Fran有几个玩具？”

S: will say “3”.

T: “没错！连接三个方块。”

S: will put 3 more cubes together and hold them up.

T: “他们一共有几个？”

S: will say “6”.

T: “我们一起数。1,2,3,4,5,6。”

- Have children count the cubes to find the answer.

T: “他们一共有6个玩具。”

T: “帮我写出这个故事的算式。”

- Teacher will write the number sentence on the board.

T: “Jan 有2个玩具，我需要在白板上写3。Fran有几个玩具？”

S: will say, “3.”

T: “对，Fran也有3个玩具。我会在白板上写出3加3。”

- Teacher will write $3 + 3$ on the board.

T: “3加3等于... 什么？告诉你旁边的同学。”

S: will say “ $3 + 3 = 6$.”

T: “请跟我一起写出算式，3加3等于6。”

- Write the number sentence $3 + 3 = 6$ on the whiteboard.

T: “你要怎么算出这个算式？”

S: will say “3 plus 3 equals 6.”

T: “这个加法算式是一个倍数。你对于倍数有什么了解？”

S: will say “same numbers” or “numbers are the same.”

T: “倍数是一样加数的题目。”

Guided Practice: (15 minutes)

Use the modeling cycle:

Teacher Does:

T: “我需要一颗骰子和12个连接方块来做这个活动。我会先丢骰子。然后我会用连接方块来表示骰子上的数字。如果骰子上是3，那我就需要连接3个方块。”

- Connect 3 cubes together to make a tower. Hold it up for the students to see.

T: “跟我一起数。1,2,3. 3个方块。然后我要另外在连接一样多的方块。如果我第一条连接方块有3个方块，那么我第二条的连接方块也需要有3个方块。”

- Make a second tower with 3 connecting cubes. Hold up the two towers for the students to examine.

T: “告诉你旁边的同学这两条连接方块的加法算式。”

S: will tell their neighbor, “3 plus 3 equals 6.”

T: “跟我一起说出加法算式，‘3加3等于6。’”

T: “现在我要丢骰子。数字是_____。”

- Teacher will roll the die.

T: “因为我得到____，所以我要连接____个方块。跟我一起数。”

- Teacher will make a tower with _____ cubes.

T: “因为我第一条有_____个方块，所以我第二条也要有_____个方块。跟我一起数。”

Assessment:

Guided Practice

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