Grade 1	Lesson: 4-3 Near Doubles	Reference to English
Math Standard(s): 1.OA.6, & 1.OA.8		**Domain:** Operations and Algebraic Thinking
Content Objective(s):		**Language Objective(s):**
Students will use doubles facts to learn near doubles facts. 我用倍数算式就会学习接近倍数的算式。		Students will speak phrase near doubles during guided practice. 我在练习示范时会说出接近倍数的词语。
Essential Understanding: Basic addition facts that are near doubles can be found using a related doubles fact.		**Academic Vocabulary for Word Wall:** **Listen:** 接近倍数 **Read:** **Write:** **Speak:** 接近倍数
Materials: • **Counters (12 per child)** • **Dice** • **Whiteboards and dry erase markers** • **Guided Practice page 126-127** • **Problem Solving page 128**		**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: 35 minutes**

Opening: (2 minutes)
T: "你已经学会怎么用倍数来做加法。今天你们会学习怎么做接近倍数的加法。倍数是什么？"
S: will say "same numbers" or "2 of the same numbers added together"
T: "谁可以给我一个倍数的例子？"
S: will say "____ + ____ = ____."
•Teacher will record the double fact on the whiteboard.
T: "没错! __ + __ = __. 请告诉你旁边的同学另一个倍数的例子。"
S: will say to their neighbor, "____ + ____ = ____."
T: "我要再写3个倍数算式在白板上。请举手告诉我你们刚刚跟旁边的同学说的倍数例子。"
S: will say, "___ + ___ = ___"
•Teacher will record the double fact on the whiteboard.

Introduction to New Material (Direct Instruction): (6 minutes)
•Distribute counters, whiteboards, and dry erase markers to the students.
•Guide the students through this activity. Encourage the students to use their counters to figure out the problem.
T: "Katie 和 Kerry 各有5各贝壳。 (Draw 5 shells for each person on the board with the number 5 written underneath) 他们一共有几个?
T: "假装你的标记物是贝壳。Katie的桶子里应该放几个贝壳？"
S: will say "5".
T: "把 5 个标记物放在你前面。"
•Have the children place a pile of 5 counters in front of them.
T: "Kerry的桶子应该放几个贝壳？"
S: will say "5."
T: "把 5个标记物放在你前面。"
•Have the children place a pile of 5 counters in front of them.
T: "Kerry 又找到一个贝壳，所以她现在有6个。"
T: "所以，在Kerry的桶子里多加一个贝壳。"
T: "Kerry的桶子里要放几个贝壳？"
S: will say "5 and 1 more" or "6."
•Guide children to make a second pile in front of them with 6 counters.
T: "现在Katie和Kerry一共有几个贝壳？数一数你有的标记物然后告诉你旁边的同学。"
S: will turn to their neighbor and say, "11."
T: "这题的算式是什么？告诉你旁边的同学。"
S: will say to their neighbor, "5 + 6 = ____".
T: "Katie和Kerry一共有几个贝壳？"
S: will say "11".
T: "Kerry找到另一个贝壳之前，这两个小朋友各有5个贝壳。那是5的倍数。5 + 5是什么？"
S: will say "10".
T: "没错5 + 5等于10。10多一是11。所以，5 + 6是无的倍数加一。这个就叫做接近的倍数。"
T: "跟你旁边的同学说"接近的倍数"。"
S: will turn to their neighbor and say "near doubles."

Guided Practice: (15 minutes)
Use the modeling cycle:
Teacher Does:
T: "我们一起看这题。这次我会用骰子来决定我第一个加数是什么。我丢骰子时得到____。"
•Teacher will roll the die.
T: "我得到 ____, (write the number on the board) 所以 Katie 和 Kerri 一开始有 ____。他们一共有几个？"
S: will respond, "____."
T: "Kerry 有找到一个贝壳，所以她现在有 ____ + 1。现在Katie 和 Kerry 一共有几个？"
•Guide the students through this activity. Encourage the students to use their counters to figure out the problem.
T: "假装你的标记物是贝壳。Katie的桶子里应该要放几个贝壳？"
S: will say "____".
T: "把 ____ 个标记物放在你前面。"
•Have the children place a pile of ____ counters in front of them.
T: "Kerry 的桶子里应该放几个贝壳？"
S: will say "____ and 1 more."
•Guide children to make a second pile in front of them with ____ + 1 counters.
T: "这个故事的算式是什么？告诉你旁边的同学。"

Assessment:
Guided Practice