

Grade 1	Lesson: 4-4 Facts with a 5 on a Ten-Frame	Reference to English
Math Standard(s): 1.0A.6, & 1.0A.8		Domain: Operations and Algebraic Thinking
Content Objective(s):		Language Objective(s):
<p>Students will use a ten-frame to write addition facts with 5. 我会用十方格来写出有5的加法算式。</p>		<p>Students will speak the numbers 1-10 while using a ten-frame to write addition facts with 5. 我做加法问题时会说出1-10的数字。</p>
<p>Essential Understanding: Facts with sums 6 through 10 can be broken into 5 plus some more.</p>		<p>Academic Vocabulary for Word Wall: Listen: ten-frame, Read: Write: Speak:</p>
<p>Materials:</p> <ul style="list-style-type: none"> Counters (12 per child) Whiteboards and dry erase markers Guided Practice page 130-131 Problem Solving page 132 		<p>Additional Lesson Vocabulary: 加数, 加法, 加, 等于, 算式, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>
Lesson: Doubles		Instructional Time: 40 minutes

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Opening: (2 minutes)

T: “你已经学会怎么用十方格来比较数字。今天你会学习到十方格怎么帮助你做加法。”

•Teacher will hold up 7 fingers.

T: “用手指比出7。”

•The teacher should accept any correct combinations but direct attention to one student using a full hand and two more fingers.

T: “7只手指可以标示出什么加法算式？有一只手比5只手指，另一只手比2只手指。我的加法算式是什么？”

S: will say “ $5 + 2 = 7$.”

T: “我们一起说， $5 + 2 = 7$ 。”

•Teacher will record the number sentence on the whiteboard.

T: “我刚刚有看到另一个可以组成7的方式。再用手指比出7。”

S: will hold up 7 fingers.

T: “我看到 $3 + 4$ ，我会把这个算式写在白板上。”

T: “哪个10的加法算式可以用来代表比出7只手指和3只没有比出的手指。”

S: will say “ $7 + 3 = 10$.”

•Discuss the children’s ideas.

T: “没错，7只和3只一共是10。所以 $7 + 3 = 10$ 。”

• Use other examples such as $4 + 6$, $2 + 8$, $1 + 9$...

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

T: “我们的两只手有点像十方格里的两排。”

•Teacher will draw a ten-frame on the whiteboard.

T: “我们来数十方格的第一排。”

S: will say “1, 2, 3, 4, 5”.

T: “我们来数十方格的第二排。”

S: will say “1, 2, 3, 4, 5”.

T: “当你把标记物放在十方格里，这有点像比出你的手指。如果上面那排是满的，这就会像你用手比出5只手指。你要怎么在十方格上显示7？”

S: will say “put 5 counters in the top row and 2 in the bottom row.”

•draw 7 counters in the ten-frame on the whiteboard.

T: “在十方格里，7的加法算式是什么？告诉你旁边的同学。”

S: will say to their neighbor “ $5 + 2 = 7$.”

T: “在十方格里，10的加法算式是什么？”

S: will say “ $7 + 3 = 10$.”

Guided Practice: (15 minutes)

Use the modeling cycle:

Teacher Does:

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

T: “我会在白板上画一个十方格。”

•Teacher will draw a ten-frame on the whiteboard.

T: “我会在十方格里画6个标记物。要记得从左上角开始。”

•Teacher will draw 6 counters in the ten-frame drawn on the board. Start by drawing the first counter in the top left corner.

T: “第一排有几个标记物？用手指比给我看。”

S: will show “5” with their fingers.

T: “第二排有几个标记物？告诉你旁边的同学。”

S: will say to their neighbor, “1”.

T: “现在我需要写出一个包括5的加法算式。你先比出5只手指，我会把5写在白板上。(write 5 on the board) 然后你说第二排有1个标记物(point at the one counter on the bottom row)。现在在白板上写1(write 1 on the board) 把加法算式念给你旁边的同学听。”

S: will say to their neighbor, “ $5 + 1 = 6$ ”.

•The teacher will record this number sentence on the whiteboard.

T: “看看这个十方格。十方格上有6个标记物和4个空格。那跟6加4等于10一样。请把加法算式写在你的白板上。”

S: will write “ $6 + 4 = 10$.”

T: “请给我看你们的白板。请把加法算式念给你旁边的同学听。”

S: will read, “six plus four equals ten.”

Students Do with Teacher:

Assessment:

Guided Practice

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