Grade 1	Lesson: 4-5 Making 10 on a Ten-Frame	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 two ten-frames to model addition facts within 20. 我会用十方格来显示加法算式。		Students will speak the numbers 1-10 while using a ten-frame to model addition facts with 20. 我在做到20的加法算式时会说出1－10的数字。
Essential Understanding: Ten can be shown in two parts in different ways and represented using addition umber sentences.		**Academic Vocabulary for Word Wall:** **Listen:** 十方格，加数，加法，加，等于，算式，1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13,14, 15, 16, 17, 18, 19, 20 **Read:** 加，等于，1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13,14, 15, 16, 17, 18, 19, 20 **Write:** **Speak:** 十方格，加数，加法，加，等于，算式，1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13,14, 15, 16, 17, 18, 19, 20
Materials: • **Counters (12 per pair)** • **Number Cards 0-11 (1 set per pair)** • **Whiteboards and dry erase markers** • **Guided Practice page 134-135** • **Problem Solving page 136**		**Additional Lesson Vocabulary:** 十方格，加数，加法，加，等于，算式，1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13,14, 15, 16, 17, 18, 19, 20
Lesson: Making 10 on a Ten-Frame		**Instructional Time: 40 minutes**

Opening: (2 minutes)

T: "你已经学会怎么用十方格来比较数字和做加法。今天你会学习怎么用十方格来做比10多一点的加法算式。你喜欢收集东西吗？"

S: will say "yes."

T: "你喜欢收集什么？"

S: Answers will vary (stickers, stuffed animals, rocks, dolls, toy cars, etc.).

T: "你把你收集的东西放在哪里？"

S: Answers will vary.

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

•Teacher will draw two ten-frames on the whiteboard.

•Provide counters, whiteboards, and dry erase markers to the children.

•Have students draw two ten-frames on their whiteboards.

T: "Suzie收集小熊娃娃。她把这些小熊放在架子上。每个架子都放10只小熊。如果她有一个架子有8只小熊，然后又收集了4只，她一共会有几只小熊？我要你用标记物和十方格来找出答案。我刚才说架子上有几只小熊？"
(Demonstrate the story problem by using objects or drawing it on the board.)

S: will say "8".

T: "我要你在十方格里放8个标记物。" (model for students)

•Teacher will draw 8 counters in his/her top ten-frame.

T: "她又收集了几只小熊？"

S: will say "4".

T: "我要你在十方格的第二排放4个标记物。" (model for students)

•Teacher will draw 4 counters in his/her bottom ten-frame.

T: "这个标示出两组熊。她所有的熊都能放在一个架子上吗？"

S: will say "no."

T: "她第一个架子还可以放几只小熊？"

S: will say "2".

•The teacher will erase 2 counters from the bottom ten-frame board and draw them on the top ten-frame board.

•Have the students move 2 counters to fill the first ten-frame.

T: "她需要把几只小熊放在下一个架子上？"

S: will say "2".

T: "她一共有几只小熊娃娃？"

S: will say "12".

T: "我要你把8 + 4 = 12 写在你的白板上。请把算式念给你旁边的同学听：'8 + 4 = 12'."

S: will write 8 + 4 = 12 and say to their neighbor "8 + 4 = 12."

•The teacher will write 8 + 4 = 12 on the whiteboard.

T: "你可以为你的十方格写出什么算式？"

S: will say "10 + 2 = 12."

T: "我要你在白板上写下10 + 2 = 12。请跟你旁边的同学说出算式：'10 + 2 = 12'."

S: will write 10 + 2 = 12 and say to their neighbor "10 plus 2 equals 12."

•The teacher will write 10 + 2 = 12 on the whiteboard.

Guided Practice: (15 minutes)

Use the modeling cycle:

Teacher Does:

T: "我会在白板上画两个十方格。"

•Teacher will draw two ten-frame boards on the whiteboard.

T: "我需要用数字卡和12个标记物来做这个活动。我要把11的数字卡拿出来，然后我会用数字卡来决定我要在十方格里放几个标记物。"

•Take all of the number 11 cards out of the deck of number cards. Shuffle the number cards and place them face down.

T: "我会选一张数字卡，这个数字告诉我要在十方格上放几个标记物。我会在十方格上画____个标记物。"

•Teacher flips over the top card in the pile and draws the correct number of counters on the ten-frame board.

T: "我会再选一张数字卡，这个卡会告诉我十方格的第二排要放几个标记物。我要在第二排上画____个标记物。"

•Teacher flips over the top card in the pile and draws the correct number of counters on the ten-frame board.

T: "我需要填满十方格，所以我需要从第二排移____个标记物到第一排。"

•The teacher will erase counters from the bottom ten-frame board and draw them on the top ten-frame board.

T: "我一共有几个标记物？"

Assessment:
Guided Practice