

Grade 1	Lesson: 6-7 Problem Solving: Draw a Picture and Write a Number Sentence	Reference to English
Math Standard(s): 1.OA.1		Domain: Operations and Algebraic Thinking
Content Objective(s):	Language Objective(s):	
Students will solve addition problems by recognizing and recording its parts in small groups. 我会认出和用小组写下算式的部分来做出加法问题。	Students will speak the words inside, outside and in all while adding parts. 我在相加部分时会说 里面, 外面 和 一共。	
Essential Understanding: Information in a problem can often be shown using a picture or diagram and used to understand and solve the problem. Some problems can be solved by writing and completing a number sentence or equation.	Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame:	
Materials: •	Language and Word Wall:	
Lesson: Problem Solving: Draw a Picture and Write a Number Sentence		Instructional Time: 20 minutes
Opening: (5 minutes)		
<ul style="list-style-type: none"> Pass out white boards, markers and erasers. <p>T: “你已经学会怎么解答加法和减法问题了, 我们一起来复习。”</p> <p>T: “我要在白板上写下3个数字 6, 14, 20. 我会写一个加法算式 $6 + 14 = 20$. (Teacher will write it on the board)我要你们在你们的白板上写出另一个加法算式。要记得用一样的数字。”</p> <p>S: will write the other addition fact with the same numbers, $14 + 6 = 20$.</p> <p>T: “给我看你们写的加法算式。很好, 我也来把它写在我的白板上 $14 + 6 = 20$. 看这两个等式, 它们有一样的数字: 14, 6, 20. 现在我们一样用这些数字来写出减法算式。我会先写第一个, 然后你们会写出第二个。 $20 - 14 = 6$. (Teacher will write it on the board) 换你在你的白板上写出另一个减法算式。”</p> <p>S: will write $20 - 6 = 14$ on their white board.</p> <p>T: “把你们的算式拿起来给我看。很好, 我也把它写在我的白板上。跟我一起说出来, $20 - 6 = 14$。”</p> <p>T: “看这4个等式, 2个加法算式和2个减法算式。它们都用一样的数字, 所以它们是算式家族。”</p> <p>T: “今天你会学习怎么画图 and 写算式来解答问题。”</p>		
Introduction to New Material (Direct Instruction): (10 minutes)		
<p>T: “我会把应用题念给你听。你们会画一个图然后写出算式。”</p> <p>T: “13 个小朋友坐在地上听故事。画13个小朋友(you might want to draw dots to represent the children like this) (draw the picture on the board). 过了一段时间, 6个小朋友回座位画图。我会在我的图案里划掉6个小朋友, 就像这样 (cross out 6 dots). 有几个小朋友留下来听故事? 我们来数还有几个小朋友 1,2,3,4,5,6,7. 还有7个点。告诉你旁边的同学有几个小朋友留下来听故事。”</p> <p>S: will draw 13 dots, cross out 6 of them. And then tell their neighbor, “there are 7 children left”</p> <p>T: “现在为这个应用题写一个算式。 $\underline{\quad} - \underline{\quad} = \underline{\quad}$. 我们一开始有几个小朋友? 请举手。”</p> <p>S: will raise their hands and say, “13”</p> <p>T: “对, 一开始有13个小朋友。我们在第一个空格里写13。几个回到座位? 告诉你旁边的同学。”</p> <p>S: will tell their neighbor, “6”</p> <p>T: “6 个小朋友回座位, 所以我们要减掉6。把它写在算式里, $13 - 6 = \underline{\quad}$. 还剩下几个小朋友? 用手指比给我看。”</p> <p>S: will show 7 with their fingers.</p> <p>T: “我们来完成算式。 $13 - 6 = 7$. 告诉你旁边的同学。”</p> <p>S: will say “$13 - 6 = 7$”</p>		
<ul style="list-style-type: none"> Do the rest of the problems in Guided Practice, Independent Practice and Problem Solving as a whole class. Allow the students to use the language during the lesson by counting and saying the number sentences to their neighbor. If there language abilities are high enough to read and understand the story problems without assistance, have them do the remaining problems with a partner or independently. 		
Closing: (1 minutes)		
T: “今天做得很好。我们做了很多应用题, 而且你都知道怎么为它们写出算式!”		
Assessment:		

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