

Grade 1	Lesson: 7-1 Making Numbers 11 to 19	Reference to English
Math Standard(s): 1.NBT.2.b		Domain: Number and Operations in Base Ten
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: Numbers can be used to tell how many. Numbers 11 through 19 can be shown as a group of 10 and up to 9 more.		Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame: ____ 是 10 和 ____.
Materials: • Two-color Counters (teaching tool 14) • Ten-frames (1 per student)		Language and Word Wall:
Lesson:		Instructional Time: 30 minutes

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Opening: (3 minutes)

T: “你已经学会怎么用十方格来凑成10。今天你会学习怎么用十方格来凑成到19的数字。”

• Teacher will hold up 15 pencils.

T: “我们来数我拿着几支铅笔。1,2,3,4,5,6,7,8,9,10,11,12,13,14,15。”

S: will count with the teacher.

T: “我要你们用手指跟着我写15。我也会把它写在白板上。”

S: will write the number 15 in the air.

Introduction to New Material (Direct Instruction): (4 minutes)

• Hand out white boards, markers and erasers.

T: “我们可以怎么用标记物和十方格来表示15。我们在白板上画标记物和2格十方格。”

S: will draw two ten-frames on the board.

T: “我的15格标记物在这里，我会把他们放进十方格里。你们跟着我做。我也会跟着数 1,2,3,4,5,6,7,8,9,10. 我在第一个十方格里放10格标记物。下一个十方格 11,12,13,14,15. 一共有15格标记物。第一个十方格有十个，第二个里有几个标记物？数一数然后告诉你旁边的同学。”

S: will count the number of dots they drew in the second ten-frame and then tell their neighbor.

T: “跟我一起数 1,2,3,4,5. 第二个十方格里有5格标记物，所以15是10再多5。我们在白板上写出算式。15是10和5。跟我一起说。15是10和5。”

S: will say, “15 is 10 and 5”

Guided Practice: (12 minutes)

Use the modeling cycle:

Teacher Does:

T: “现在我要你跟一个同学练习。我会给你们4格数字。但是我需要先有一个同学上来帮我示范。”

• Teacher will choose a student.

T: “数字是12。白板上有12个标记物。你需要先做什么？”

S: will put the counters into the two ten-frame.

T: “第一个十方格里有几个标记物？”

S: will respond, “10”

T: “对，第一个十方格有10个标记物。第二个十方格里有几个标记物？”

S: will respond, “2”

T: “没错。”

1 Student Does with Teacher:

T: “我需要一名学生来帮我。”

• Teacher will choose one student to come up and demonstrate the activity.

• Have a blank number sentence written on the board.

T: “我会选一个新的数字然后你会示范给同学看要先做什么。数字是19。”

S: will put the counters in the two ten-frames.

T: “很好。你要把标记物放在两个十方格里。第一个十方格里有10个标记物，第二个十方格里有几个？跟我一起数 1,2,3,4,5,6,7,8,9. 很好，第二个十方格里有9个标记物。现在请完成算式。”

S: will fill in the number sentence.

T: “请把算式念出来。”

S: will read, “19 is 10 and 9”

T: “放假一起说 19是10和9。”

S: all students will say number sentence with the teacher.

2 Students Do:

T: “我需要2名学生来帮我。如果你想要帮我，请举手。”

• Teacher will choose two students to come up and demonstrate.

T: “我会给你一个数字。数字是11.我要学生1 (use their name) 先开始。你要先做什么？”

S: will move the counters on to the two ten-frames.

T: “很好，把标记物放在十方格里。学生2换你了，接下来要做什么？”

S: will fill in the number sentence.

T: “你已经完成算式了，现在你需要把它念出来。”

S: will say, “11 is 10 and 1”

T: “谢谢你们的帮忙。你们可以回座位了。”

All Students Do:

Assessment:

Guided Practice

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