

<b>Grade 1</b>	<b>Lesson: 7-4 Counting by 10s to 120</b>	<b>Reference to English</b>
<b>Math Standard(s): 1.NBT.1</b>		<b>Domain: Number and Operations in Base Ten</b>
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
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。
<b>Essential Understanding:</b> Counting and place-value patterns can be seen on a hundred chart. A hundred chart shows numbers in order in rows and columns.		<b>Academic Vocabulary:</b> <b>Listen:</b> <b>Read:</b> <b>Write:</b> <b>Speak:</b> <b>Sentence Frame:</b>
<b>Materials:</b> • Hundred chart (teaching tool 11) • Blank hundred chart (teaching tool 12)		<b>Language and Word Wall:</b> 数位, 排, 列, 下一个
<b>Lesson:</b>		<b>Instructional Time: 25 minutes</b>

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### Opening: (2 minutes)

T: “你已经学会怎么十个一数了，我们来从10数到120。”

S: will count from 10 – 120 with the teacher.

T: “今天你们会学习怎么数到100，也会学习怎么在百数表上找出序列。”

T: “你要怎么从5开始往前数？我们一起数。5,6,7,8,9。”

S: will say, “5,6,7,8,9”

### Introduction to New Material (Direct Instruction): (5 minutes)

• Have a large hundred chart up in the front of the class for all the students to see.

T: “看看这个百数表。谁想帮我们选一个数字，请举手。”

S: will raise their hands and say a number.”

T: “你选了 \_\_\_\_ (put a circle or something around it to make it stand out), 多1是什么？”

S: will raise their hands and say the number that is 1 more.

T: “少1呢？告诉你旁边的同学。”

S: will tell their neighbor the number that is 1 less.

T: 这个百数表有很多排(point out how they go across) 也有很多列 (point out how they go up and down). 用手比给我看一排是往哪个方向的。”

S: will show how the rows go across.

T: “用手比给我看一列是往哪个方向的。”

S: will show how the columns go up and down.

T: “看第一例。第一列的每个数字有什么相同的？”

S: will raise their hands and say “1” or “they all have 1’s”

T: “对，第一列数字的最后一个数位都是1。这可以帮助你十个一数。21, 31, 41, 51...”

T: “我们再来看第二例。第二列的每个数字有什么相同的？”

S: will raise their hand and say “they all have 2’s”

T: “对，它们都有2为最后一个数位。跟我一起数，22, 32, 42, 52, 62...”

S: will count with the teacher.

T: “现在我们来一排一排看。我们来看第二排的第二个数位。你看到什么序列？(point them out)

S: will respond, “2,3,4” or “go in order”

T: “第二个数位都按照顺序，它们从1开始一直到9然后之后是0。如果你从左边到右边，数字会越来越大。如果你反方向看会怎么样？”

S: will respond, “they get smaller”

T: “对，从右边到左边时，数字会越来越小。”

### Guided Practice: (8 minutes)

Use the modeling cycle:

Teacher Does:

T: “我会选一个数字然后你要告诉你的同学下面4个数字是什么。如果我说5，你会说 6, 7, 8, 9。”

2 Students Do:

T: “我需要2个学生来帮我。如果你想要帮我，请举手。”

• Teacher will choose 2 students.

T: “我说一个数字，学生1要说下面4个数字。21.

S: will say, “22,23,24,25.”

T: “学生2会说对还是部队。”

S: will respond, “yes” or “no”

T: “学生2,换你了。54。”

S: will say, “55, 6, 57, 58”

T: “学生1, 学生2做得对吗？”

S: will respond, “yes” or “no”

All Students Do:

T: “现在你有10秒钟来找一个同学跟你一起合作。”

S: will stand up and pick a partner.

T: “你们准备好了吗？63。”

S: will say the 4 numbers that come after 63, “64, 65,66,67”

T: “你的同伴做得对吗？”

• Continue this exercise with at least 4 numbers.

• Walk around the students, make sure every has an opportunity to speak and they are saying the numbers correctly in the correct order

Assessment:

Guided Practice

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