

Grade 1	Lesson: 8-2 Numbers Made with Tens	Reference to English
Math Standard(s): 1.NBT.2.c		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: The decade numbers to 100 are built on groups of ten. When there are only tens, counting by 10s can be used to find how many there are in al. Numbers can be used to tell how many.		Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame:
Materials: • Connecting cubes • Index Cards		Language and Word Wall: 十位
Lesson:		Instructional Time: 30 minutes

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Opening: (3 minutes)

T: “你已经学会怎么组成10来数。今天你会学习怎么组成10来数到100并说出有多少。”

- Show an unconnected group of ten connecting cubes.

T: “有几个方块？我们来数数看，1,2,3,4,5,6,7,8,9,10。”

S: will count with the teacher.

T: “所以这组有10个。”

- Connect the cubes.

T: “还有10个一组的吗？请用大拇指比有或没有。”

S: will show thumbs up or down.

T: “有，这组有10个。我们会把它称为1个十。你看到几个十？”

S: will respond, “1”

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

- Hand out white boards, markers and erasers.

- Write the number 20 on the board.

T: “20里的2代表有2个十因为十从右边数过来第二个数位。”

- Draw two groups of ten on the board (show ten by a straight line or a long rectangle or something that looks like 10 connecting cubes together). Explain that this pictures represents 1 group of 10.

T: “我会写出一个数字，然后我要你们在你们的白板上画出有几个十。第一个数字是40。”

S: draw 4 tens on the board.

- Do this activity at least 3 more times.

Guided Practice: (12 minutes)

Use the modeling cycle:

Teacher Does:

T: “现在你们要玩配对游戏。我会把你们分成4个一组。每组会拿到2副牌。1副会有图案在上面 (show the students the picture cards) 另一副会有数字在上面 (show the students number cards).”

T: “游戏的重点是要把图案和数字搭配。第一次玩要把牌面朝上，然后你们会轮流找出配对。第二次玩，牌面要朝下。”

1 Students Does with Teacher:

T: “我需要一名学生来帮我。”

- The teacher will choose a student.

T: “我们先把牌排出来。你先找出配对。”

S: will find a matching picture and number.

T: “很好，当你找到配对时，你要把那个数字说出来。例如：5个十是50或7个十是70。换你说。”

S: will say the number of tens and then number they chose.”

T: “现在换我了。我会选一张数字卡然后要找出相配的模式。(Teacher will choose the cards and say the number of tens and the number on the card). ____个是是____. 又换你了。”

- Demonstrate picking the cards 1 more time.

T: “好，现在我们要做这个活动的第二个部分。我们要把牌翻过来，然后再找出配对。”

- Put all the cards face down.

T: “你先，试着找出配对然后拿起来时要说 ____个十是或不是 ____.”

S: will pick two cards, first a picture card and second a number card and say the sentence frame while picking them.

T: “换我了。我会先选一个图案的卡， ____个十。现在我会选一张数字卡， ____个十是/不是 ____。换你了。”

- Do at least 2 rounds of this demonstration. Emphasize saying the sentence frame.

2 Students Do:

T: “我需要4名学生来帮我。如果你想要帮我，请举手。”

- Teacher will choose 4 students.

T: “我们先把牌面朝上 (number and picture)。你先开始来让同学知道要怎么做。”

S: the 1st student will choose 2 cards, a picture card and a number card and say, “____ tens is ____.”

S: the 2nd student will choose 2 cards, a picture card and a number cards and say, “____ tens is ____.”

- Let each student in the group have a turn.

T: “我们来假设你已经做完一次了，现在请把它们翻过来然后再次找出配对。记得要说出 ____个十是或不是 ____.”

S: will demonstrate how to do the activity.

Assessment:

Guided Practice

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