

Grade 1	Lesson: 8-5 Ways to Make Numbers	Reference to English
Math Standard(s): 1.NBT.2		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 greater than 10 can be named in more than one way and have the same value.		Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame:
Materials: • Connecting cubes • Place Value Mat (teaching tool 7)		Language and Word Wall: Break apart a ten
Lesson:		Instructional Time: 25 - 30 minutes

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Opening: (2 minutes)

T: “你已经学会怎么十个一数到100, 10,20,30,40,50,60,70,80,90,100, 和怎么用一来数了。你也学会怎么说和写二位数字了。今天你会学习用十和一来组织数字的不同方式。”

T: “用连接方块做出24。这里有24个方块。我可以做成几个十个一组?”

S: will respond, “2”

T: “对, 我可以有2个10, 这样还会剩下几个一?”

S: will respond, “4”

T: “你可以为这个数字写出一个加法算式。2个十 (write it on the board) 4个一跟 $20 + 4 = 24$ 是一样的。”

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

T: “看白板。我们有一个算式 $20 + 4 = 24$. 还有做24的另一个方式吗?”

- Give the students an opportunity to respond, if they don't have any responses, start changing the grouping of the connecting cubes.”

T: “看看连接方块。有2个十和4个一。如果我把一个十分开会怎么样? (Break apart one of the 10) 现在我还有几个十?”

S: will respond, “1”

T: “对我还有1个十, 那有几个一? 我们来数一数 1,2,3,4,5,6,7,8,9,10,11,12,13,14. 我有几个一? 告诉你旁边的同学。”

S: will tell their neighbor, “14 ones”

T: “我们一起说出我有几个一。 “14个一” . 很好, 我们来写算式。”

- Teacher will write $10 + 14 = 24$.

T: “十加十四等于二十四。很好, 还有另一个方式吗?”

S: will respond with “yes” or “no”

T: “有, 还有另一个方式, 是什么呢?”

- If the students don't know another way, start breaking up the final tens.

T: “如果我把最后一个十分开会怎么样? 现在我有几个十?”

S: will respond, “none”

T: “没错, 没有十。有几个一? 我们一起来数 (count 1-24).

S: will count with the teacher.

T: “有24个一。我们来写下算式。0个十加24个一等于24.

- Write $0 + 24 = 24$.

Guided Practice: (10 minutes)

Use the modeling cycle:

Teacher Does:

T: “现在你们要两个一组来做这个活动。你们回拿到一张纸, 上面有2个数字。你们需要合作来找出可以用几种方式来表示这个数字。”

2 Students Do:

T: “我需要2个学生来帮忙。我会给你们一个数字和连接方块。你们要合作来找出可以用几种方式来表示这个数字。记得要先用连接方块来代表这个数字。之后再找出有几个十。不要忘记把算式说出来。数字是53。”

S: the 2 students will figure out together how many different ways they can show 53. They will write it down and say each number sentence.

All Students Do:

T: “现在换你了。请来拿纸和连接方块。数字是68 和 35。”

- The teacher will call the groups.

- The teacher will walk around the room to help the students as needed.

S: will do the activity.

Independent Practice: (5 minutes)

T: “现在换你们自己做了。你们每个人会拿到一张工作纸。我们一起来做第一题。”

- Draw problem 1 on the board.

T: “看白板上的图, 如果你知道算式里空格的答案, 请举手。”

S: will raise their hands.

T: “用你所知道的自来告诉你旁边的同学算式是什么。”

S: will turn to their neighbor and say “ $23 = 20 + 3$.”

- As the teacher goes through this problem continue to write it on the board and breaking down the connecting cubes.

T: “我来写在白板上然后我们来说 $23 = 20 + 3$. 还有其他方式可以来表示23吗”

Assessment:

Guided Practice

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