

Grade 1	Lesson: 9.1 , 1 More, 1 Less; 10 more, 10 less	Reference to English
Math Standard(s): 1.NBT.5	Domain: Number and Operations in Base 10	
Content Objective(s):	Language Objective(s):	
Students will write the numbers that are 1 more or 1 less and 10 more or 10 less than a two-digit number. 我会写出比二位数字多1 或 少1 和 多10 或 少10 的数字。	Students will count forward and backward with the class. 我会往前和王后数数字。	
Essential Understanding: 1 more, 1 less, 10 more, 10 less express a relationship between two numbers.	Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame:	
Materials: • Connecting cubes • Index cards • Number cubes • Student math workbook	Language and Word Wall:	
Lesson: 1 more, 1 less; 10 more, 10 less	Instructional Time: 45 minutes	

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Opening: (5 minutes) –

T: “你已经学会怎么十个一数。今天你会怎么找出一个数字多1, 少1, 多10 和少10。我们先来复习怎么十个一数, 也来复习怎么从二位数字往前或往后数。”

- Together as a class, count by tens starting from 20, 40, and 50. Then, together count on starting from any two-digit number and then count back starting from any two-digit number.

Introduction to New Material (Direct Instruction): (10 minutes)

- Give each child 25 connecting cubes and have them show 12.

T: “我们来把12个方块连接在一起。你要怎么用连接方块来找出12多1?”

- Students add one cube on to 12 to make 13.

T: “很好, 所以12多一是13。现在再连接12个方块。你要怎么用连接方块来找出12少1?”

- Students take off one cube from 12 to make 11.

T: “很好, 12少一是11。好, 我们再来做另一题。大家再把12个方块连接在一起。”

- Students make tower of 12 cubes.

T: “这次我们来加十个方块来找出12多十是什么。”

- Students add ten on to get 22.

T: “所以12多十是22! 现在我们再做一个。12少十是什么?”

- Students take away ten to get 2.

T: “你看, 没有很难对不对。现在我们来再做一个多1, 少1, 多10和少10的题目。这次我们用数字36。”

T: “我们先来连接36个方块。我可以怎么用方块来标示出36? (Make 3 tens and one more tower of 6). 现在请找出36多1是什么。我会在36个方块上多加1个。现在我有几个方块? 我有37。”

- Project page 299 of the student workbook and write 1 more than 36 is 37 on page 299 of the student workbook.

T: “现在我要找出36少1, 所以我要再把36个方块连接在一起。这次我会拿掉一个方块因为我要找出36少1。36少1是35, 因为我从36往后数1。”

- Take one cube away as you show the kids what to do. When you're done, write 1 less than 36 is 35.
- Do the same thing for ten more and ten less than 36.

Guided Practice: (15 minutes)

T: “我们来做课本的第300页的第一题。”

- Remind children to change the ones digit when adding or taking away 1, and the tens digit when adding or taking away 10.

Use the modeling cycle:

1. Teacher Does:

T: “数字是45。首先我们要找出45多1是什么。46。”

- write the answer.

T: “现在我们来找出45少1是什么。44。”

- write the answer.

T: “现在我们来找出45多10是什么。我们可以往前数10, 但是这样会花太多时间。比较快的方式是用十个一数来找出。我们从45开始然后十个一数, 55。”

- write the answer.

T: “现在我们来找出45少10是什么。我们可以往后数10, 但是这样会花太多时间。比较快的方式是用十个一数往后数来找出。我们从45开始然后十个一数, 35。”

- write the answer.

2. Students Do with Teacher:

T: “数字是17。我们先来找出17多1是什么。我们来往前数, 18。写下数字。”

- Students count with you to 18 and stop, then write the answer.

T: “现在我要来找出17少1是什么。我们来往后数, 16。写下数字。”

- Students count back with you to 16 and stop, then write the answer.

T: “现在我要来找出17多10是什么。我们可以往前数, 但是这样会花太多时间。比较快的方式是从17开始十个一数。所以我们从17开始数: 27。写下你的答案。”

- Students count on with you to 27 and then stop, then write the answer.

T: “现在我们来找出17少10是什么。我们可以往后数10, 但是这样会花太多时间。比较快的方式是用十个一数往后数来找出。我们从17开始然后十个一数, 7。”

Assessment:

Student workbook number 4-8 of page 300-301.

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