

Grade 1	Lesson: 1-1 Spatial Patterns for Numbers 1-10	Reference to English
Standard(s): 1.OA.1		Domain: Operations and Algebraic Thinking
Content Objective(s):		Language Objective(s):
Students will add parts to make a sum, record it on the worksheet with a partner. 我可以加点点然后和朋友一起写下答案。		Students will say the numbers while adding parts to make a sum with a partner. 我可以和朋友一起数1-10来加点点。
Essential Understanding: The number of objects in some patterned arrangements can be recognized without counting.		Academic Vocabulary for Word Wall: Listen: 1,2,3,4,5,6,7,8,9,10 Read: 1,2,3,4,5,6,7,8,9,10 Write: Speak: 1,2,3,4,5,6,7,8,9,10
Materials: <ul style="list-style-type: none"> <li>two-part pattern cards (teaching tool 8)</li> <li>counters (teaching tool 14)</li> <li>large dice</li> <li>copies of guided practice, independent practice and problem solving</li> </ul>		Additional Lesson Vocabulary: 1,2,3,4,5,6,7,8,9,10, 红色, 黄色, 骰子, 左边, 右边, 卡, 标记物, 点点, 数, 序列 Sentence Frames: <b>(these are meant to be heard and not spoken in this lesson)</b> How many dots do you see? There are ____ dots. Let's count.
Lesson: Spatial Patterns for Numbers 1-10		Instructional Time: 40 minutes

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### Opening: (10 minutes) – pass out 6 counters to each student

- Show students a dice.

T: “跟我一起数骰子上的点点。”

S: will orally count the dots with the teacher. (Do this 4 times with different sides of the dice.)

- Show the students the dice.

T: “用标记物来排除和骰子上面一样的图案。”

- Students will arrange their counters as the teacher walks around to check that all the students are arranging them correctly. (Do this 4 times with different sides of the dice.)

- Show students the dice.

T: “你看到几个点点？” (Have students use their hands and orally say the number of dots as fast as they can.)

### Introduction to New Material (Direct Instruction): (7 minutes)

- Hold up the 5 and 1 two-part pattern card.

T: “看这个卡片，用标记物来排除同样的图案。”

- Walk around and check that the students are arranging their counters correctly.

T: “卡片的左边有几个点点？”

S: will orally count the dots on the left side with the teacher. “1, 2, 3, 4.”

T: “卡片的右边有几个点点？”

S: will orally count the dots on the right side with the teacher. “1.”

T: “如果把两边的点点加起来，一共会有几个点点？”

S: will orally count the dots on the left and right side of the card with the teacher. “1,2,3,4,5.”

T: “这是数到5的另一个方式。”  “用标记物来排除跟这个一样的图案。”

### Guided Practice: (10 minutes)

T: “你会跟一个朋友一起说出/数出一共有几个。”

Use the modeling cycle:

Teacher Does:

- T: “我们一起来做第一题。” “这边有红点点，跟我一起数 1,2,3,4,5。” “另一边有，跟我一起数 1,2,3,4。” “5和4，一共有几个点点？” “5, 6,7,8,9, 有9个点点”

2 Students Do with Teacher:

T: “我需要两个帮手。我们一起来做第二题。第一个学生，请数左边的点点。”

S: “1,2,3,4,5.”

T: “第二个学生，请数右边的点点。”

S: “1.”

T: “我们有5个点点和1个点点，一共有几个点点？” (让学生回答)

T: “从5开始往上数。5, 6. 6个点点。”

2 Students Do:

T: “我需要两个帮手。请做第三题。第一个学生，请数左边的点点，第二个学生，请数右边的点点，然后告诉我一共有几个点点。”

S: “1,2,3,4,5.” “1,2,3.” “8.”

T: “跟一个朋友一起做4、5和6。”

- Teacher will walk around the room checking in with the partnerships, make sure both people are counting and checking the answers. Give the students 3 minutes to finish the problems. Bring the students back together and review each problem.

### Independent Practice: (6 minutes)

T: “请回到座位上然后完成7、8、9和10。过5分钟，我拍手时，请回到地毯上做。”

- Students will go to their desks and get to work. As they are working independently the teacher will walk around the room asking students to demonstrate counting on.

- Teacher claps hands, students return to the carpet, and do #11 together.

### Closing: (4 minutes)

T: “我们从5个点点开始。” (老师在白板上画5个点点。) “我们需要7个，所以我们一起从5开始往上数。” “5, 6, 7, 为5之后的每个数字画一个点点直到7。”

**Assessment:**

Problems 7-10

Homework problems 12-14 (sent home in the English class because it is to be done with parents)