

Grade 1	Lesson: 1-2 Addition Making 6 - 7	Reference to English
Standard(s): 1.OA.1		Domain: Operations and Algebraic Thinking
Content Objective(s):		Language Objective(s):
Students will recognize parts of a number as a strategy for addition while playing the penny game with a partner. 我可以透过跟朋友玩一美分的游戏来认出数字的部分。		Students will say inside and outside during the penny activity with their partner. 我可以用跟朋友玩的游戏来学会怎么说里面和外面。
Essential Understanding: Numbers 6, 7, 8, and 9 can be broken into parts of the whole in different ways.		Academic Vocabulary for Word Wall: Listen: 一共, 里面, 外面 Read: Write: Speak: 里面, 外面 Sentence Frame:
Materials: <ul style="list-style-type: none"> Counters (teaching tool 14) (student use) Counters (magnetic for the board or taped) Paper plates Box of 12 Crayons Guided Practice Page 		Additional Lesson Vocabulary: 1, 2, 3, 4, 5, 6, 7, 8, 9, 洞穴, 螃蟹, 一美分, 盘子, 蜡笔, 黄色, 咖啡色
Lesson: Making 6-7		Instructional Time: 30 minutes

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Opening: (4 minutes)

- Have a box of 12 crayons prepared.

T: “我要画一栋房子。这栋房子会是黄色和咖啡色的。所以我需要2枝蜡笔。我需要从这个有12枝蜡笔的合资拿出来。”

- Take out the two crayons.

T: “Now that I have taken out 2 crayons, how many crayons do I have left in the box? Think about it, when I count to 3, tell your neighbor.”

S: will turn to their neighbor and tell them how many crayons are left in the box.

T: “1, 2, 3 eyes on me. To draw my picture I had to take 2 crayons out of the box. I started with 12 crayons inside the box and took 2 crayons outside of the box. How many are left inside the box? 12 take away 2 is?”

- As the teacher talks, write the equation on the board. $12-2=$ _____

T: “Let’s count the rest of the crayons that are still inside the box. Help me count, 1,2,3,4,5,6,7,8,10. When I count to 3 tell me how many crayons are inside the box, 1,2,3...”

S: will respond, “10”

T: Yes, 10 crayons inside the box. How many crayons are outside the box? 1,2,3 tell your neighbor.”

S: will tell their neighbor the number of crayons outside the box.

T: “Yes! There are 2 crayons outside the box. 10 crayons inside the box. 2 crayons outside the box.”

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

- Draw a circle on the board.

T: “Here is a circle, this is the inside (point at the inside of the circle), and this is the outside.”

- Write inside on the inside of the circle and outside on the outside of the circle.

T: “Look at this plate. It is also a circle. Student #1 will you point at the inside of the plate?”

S: one student will point at the inside of the plate.

T: “Good, this is the inside of the plate. Everyone, point at the outside of the plate!”

S: will point any where except inside the circle.

T: “Fantastic, now I need everyone to stand up and get in a circle. You have 5 seconds, 5,4,3,2,1. Great, please sit down.”

S: will stand up and get into a circle and then sit down.

- The teacher will need to get into the circle with the students.

T: “I am going to put the plate down in front of me so everyone can see it. Next, I am going to drop pennies on to the plate. You need to pay attention so you can tell me how many pennies are inside the plate and how many are outside the plate. I am going to start with 5 pennies.”

- The teacher will drop the pennies one at a time on to the plate (about 1-2 feet above the plate).

T: “Here is penny #1, I dropped it. Is it inside the plate or outside the plate? Tell your neighbor.”

S: will turn to there neighbor and say inside or outside.

T: “You are right, penny #1 was (inside/outside) the plate. Time for penny #2, I dropped it. Is it inside the plate or outside the plate? Everyone say it at once, 1,2,3 ...)

S: will say together, “inside/outside”

T: “Very good!”

- Repeat this with all 5 of the pennies.

T: “How many pennies landed inside the plate?”

S: will respond with the number of pennies inside the plate.

T: “You are right, _____ landed inside the plate. How many landed outside the plate?”

- Write the number of pennies that landed inside the plate on the board under the word INSIDE.

S: will respond with the number of pennies outside the plate.

T: “You are right again. _____ landed outside the plate.”

- Write the number of pennies that landed outside the plate on the board under the word OUTSIDE.

Guided Practice: (4 minutes)

Use the modeling cycle:

Teacher Does:

- The teacher already demonstrated the activity to the students.
- Have inside and outside written on the board so the students can record what happened during their partner activity.

T: “Now I am going to let you work with a partner to do the same activity.

1. Each of you will be given 5 pennies.

2. You will drop the pennies one at a time.

3. At the end I want you to come up to the board and write the number of pennies that landed

Assessment:

2-1 Independent Practice