

<b>Grade 1</b>	<b>Lesson: 1-3 Making 8</b>	Reference to English
<b>Standard(s): 1.OA.1</b>		<b>Domain: Operation and Algebraic Thinking</b>
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
Students will solve addition problems by recognizing and recording its parts in small groups. 我可以写下和认识小组的部分来解答加法问题。		Students will speak the words inside, outside and in all while adding parts. 我可以边说这写生词：里面，外面和一共，一边做加法。
<b>Essential Understanding:</b> Numbers 6, 7, 8 and 9 can be broken into parts of the whole in different ways.		<b>Academic Vocabulary for Word Wall:</b> <b>Listen:</b> 部分, 全部, 倍数 <b>Read:</b> <b>Write:</b> <b>Speak:</b>
<b>Materials:</b> • Color tiles • 5 pennies for each group of 5		<b>Additional Lesson Vocabulary:</b> 气球, 左边, 手指, 绿色, 蓝色, 看 <b>Sentence Frame:</b>
<b>Lesson: Making 6-7</b>		<b>Instructional Time: 35 minutes</b>

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### Opening: (4 minutes)

- As the teacher asks the students to participate in the activity, the teacher needs to demonstrate and write the equations on the board.

T: **“Hold up your left hand.”**

S: will hold up their left hand.

T: **“Look at your hand and then tell your neighbor how many fingers are on your hand.”**

S: will turn to their neighbor and say “5”

T: **“Let’s count together, 1,2,3,4,5. There are 5 fingers on my hand.”**

T: **“Please put one finger down, like this.”**

S: will put one finger down.

T: **“Everyone together tell me how many fingers are up?”**

S: will say “4”

T: **“How many fingers are down?”**

S: will say “1”

T: **“How many fingers do you have altogether on your left hand?”**

S: will say “5”.

- Teacher will write that equation on the board  $1 + 4 = 5$ .

T: **“Good, let’s do it again. Put 3 fingers down.”**

S: will put 3 fingers down.

T: **“How many fingers are still up? How many fingers are down?”**

S: will respond.

T: **“And, how many fingers do you have all together on your left hand?”**

S: will say “5”

- Write  $3 + 2 = 5$  on the board.

- Continue 2 more times.

T: **“Look at the equations,  $1+4=5$ ,  $3+2=5$ ,  $2+3=5$ ,  $5+0=5$ . The answer is always 5. You always have 5 fingers on your hand. Sometimes they are up and sometimes they are down, but you always have 5!”**

### Introduction to New Material (Direct Instruction): (8 minutes)

- Before the lesson draw 8 balloons on the board with a black marker. Do not color them in.

T: **“How many balloons do you see on the board? Let’s count together.”**

S: will count with the teacher 1,2,3,4,5,6,7,8.

T: **“8 balloons. The balloons are either blue or green. How many balloons do you think are blue? Do you think 2 balloons are blue? Or 3 balloons? Tell your neighbor how many balloons are blue.”**

S: will turn to their neighbor and say a number.

T: **“Raise your hand if you want to tell me how many balloons are blue.”**

S: will raise their hands and tell the teacher a number.

- Teacher will color in the number of balloons that the student says. For example if the student says “5”, then the teacher will color 5 balloons blue.

T: **“We have 5 blue balloons, how many balloons are green? Show me with your fingers.”**

S: will hold up their hands and show 3 fingers to represent 3 balloons.

T: **“Right, when we have 5 blue balloons, we also have 3 green balloons. How many balloons do we have all together? Count together.”**

S: will count with the teacher, 1,2,3,4,5,6,7,8.

T: **“There are 8 balloons as a whole, but 5 blue ones – one part and 3 green balloons – one part.”**

- Teacher will erase the inside of the balloons.

T: **“Let’s do it again. How many blue balloons do we want? Raise your hand.”**

S: will raise their hands and tell the teacher a number.

- Do this activity 3 more times and put emphasis on parts and whole.

### Guided Practice: (8 minutes)

- Separate the students into groups of 5.
- Give each group 5 pennies.

Use the modeling cycle:

Teacher Does:

- Explain the activity and have all supplies prepared.

T: **“I am going to separate you in to groups of 5. You will need to sit in a circle. Each person will have the opportunity to drop all five pennies on the floor. You will need to write down how many pennies landed showing heads and how many landed showing tails. Each person in the group will be given a turn to drop the pennies. Each person will be given a record keeping sheet, you will need to record the**

**Assessment:**

1-3 Independent Practice