

Grade 1	Lesson: 1-5 Addition Expressions and Number Sentences	Reference to English
Math Standard(s): 1.OA.1		Domain: Operations and Algebraic Thinking
Content Objective(s):		Language Objective(s):
Students will write addition expressions and number sentences to find the whole given two parts. 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。
Essential Understanding: Parts of a whole is one interpretation of addition. Addition number sentences can be sued to show parts of a whole.		Academic Vocabulary for Word Wall: Listen: 加, 加法算式, 等于 Read: Write: Speak: Sentence Frame: 4 +(加) 2 = (等于) 6 写个加法算式
Materials: • Cubes - 2 colors of cubes (at least 12 in each bag) • paper bags (1 per pair of students)		Additional Lesson Vocabulary: 加, 加法算式, 等于, 加法, 综合
Lesson: Making 6-7		Instructional Time: 30 minutes

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Opening: (4 minutes)

T: "You have learned about finding the parts of a whole. Today you will learn how to write an addition sentence to show the parts and the whole."

T: "Let's review, please hold up 4 fingers on your right hand like this."

- Show the students which hand is their right hand and how to hold up 4 fingers.

T: "Good, now, with your other hand, your left hand, hold up 2 fingers, like this."

S: will hold up 4 fingers on their right hand and 2 fingers on their left.

T: "4 finger on your right hand, 2 fingers on your left hand. How many fingers are you holding up in all? Let's count them."

S: will count their fingers with the teacher, 1,2,3,4,5,6.

T: "Let's say it together, how many fingers are you holding up? 6."

S: will say "6"

T: "Great, let's do it again. Hold up 3 fingers on you right hand, like this."

S: will hold up 3 fingers on their right hand.

T: "And 5 fingers on your left hand."

S: will hold up 5 fingers on their left hand.

T: "How many fingers are you holding up in all? Count your fingers to your neighbor."

S: will turn to their neighbor and count how many fingers they are holding up.

- If the students don't yet know how to turn to their neighbor, teach them. Have 1 student come up to the front of the class and the teacher can count their fingers first. Then the student can count. Let that students sit down and invite 2 more students to come up and demonstrate counting fingers to neighbor. Let them both take a turn. Then tell the students who their neighbor is and have them begin.

T: "I heard all of you counting to your neighbor that was awesome. Now, tell me, how many fingers are you holding up in all?"

S: will shout out, "8"

T: "Correct, you were holding up 8 fingers."

T: "Time for something new!"

Introduction to New Material (Direct Instruction): (5 minutes)

T: "Here is an empty paper bag. I am going to place 9 red cubes and 9 blue cubes in the bag. Like this."

- Place the cubes in the paper bag.

T: "Now I am going to take out a handful of cubes."

- Take out the handful of cubes and place in where all the students can see them (on the board, using document cam).

T: "How many of my cubes are red? Let's count them together."

S: will count the number of red cubes with the teacher.

T: "I will write that number on the board. There are ____ red cubes. How many blue cubes are there? Tell your neighbor how many blue cubes there are."

S: will turn to their neighbor and tell them the number of blue cubes.

T: "Raise your hand and tell me how many blue cubes there are."

S: will raise their hands and tell the teacher the number of blue cubes.

T: "You are right there are ____ blue cubes. Let's write that number on the board."

- Write the numbers on the board so that you make an addition sentence.

T: "We have ____ red cubes and ____ blue cubes, how many do we have in all? ____ and ____ is ____ in all. Let's count them."

S: will count the number of cubes together.

T: "Awesome, there are ____ cubes in all. So, ____ and ____ is ____ in all."

T: "Let's do it one more time. I will put all these blocks back in the bag. This time I will take out two handfuls."

- The teacher will take out two handfuls of blocks and go through the exercise one more time with the students.

Guided Practice: (10 minutes)

Use the modeling cycle:

Teacher Does:

- Done in the introduction to new material.

Teacher Does with Student:

T: "It is almost your turn to do this with a partner. Each of you will be put in groups of 2. Each group will be given 1 bag of red and blue blocks. You will need to take out a handful of blocks and fill out the worksheet. But first I need 1 helper to come up and show me how it is done."

- Teacher will choose one student to come up and help.

Assessment:

Guided Practice