Grade 1	Lesson: 1–8 Problem Solving	Reference to English
Math Standard(s): 1.OA.1		**Domain: Operations and Algebraic Thinking**
Content Objective(s):		**Language Objective(s):**
Students will use objects to solve story problems. **我可以用物品来解答加法问题。**		Students will say addition sentences when solving problems. **再解答问题时，我可以说出加法算式。**
Essential Understanding: Some problems can be solved by using objects to act out the actions in the problem.		**Academic Vocabulary for Word Wall:** **Listen:** 分类 **Read:** **Write:** **Speak:** **Sentence Frame:**
Materials: • counters (1 bag of counters for each student) • 1–8 Lesson Worksheets printed for each student		**Additional Lesson Vocabulary:** 左边，右边，男生，女生
Lesson: Problem Solving		**Instructional Time: 20 minutes**

Opening: (3 minutes)
T: "You have learned to use objects to act out story problems. Today you will use objects to help you solve problems."
T: "Today we are going to practice sorting! Let's start with sorting our class. I am going to choose students to come up and stand on my left side (point to left side) and other students will stand on my right (point to right side). You will need to decide how the two groups are different."

- Start by sorting the students by gender. Ask at least 8 students to come up. Tell the boys to stand on your left side and the girls to stand on your right side.

T: "How did I sort these students? Who wants to guess?"
S: will guess how the teacher sorted the students.

- Let the students guess until they figure out that they were sorted according to gender. If they are having trouble, help them out by pointing out different things about each group…use questioning.

T: "You are right! They were sorted by being boys and girls. The boys were on the left and the girls were on the right. Let's do it again, but I am going to sort you differently."

- Sort the students again. You could sort them according to eye color, hair color, types of shoes…)

Introduction to New Material (Direct Instruction): (12 minutes)

- Pass out counters to each student.

T: "Today we are going to practice sorting numbers in different ways. You will be given counters and I will read story problems to you. As I read you will use the counters to figure out the answers. Let me show you with question number 1, then I will pass out the counters."
T: "Now I am going to hand out your counters and papers with two boxes on them. When you get your materials, place them in front of you. When every one has placed their materials in front of them we will begin again.
T: "Gina has 7 stickers. Ok, on the board I have 7 counters to represent her stickers. Count them with me,"
S: will count the 7 counters, "1,2,3,4,5,6,7"
T: "She put them on 2 cards. On the board I have drawn 2 boxes. Tell me how many counters I should put in the 1st box. Raise your hands."
S: will raise their hands and say a number."
T: "You said the number 4. I will put 4 counters in the first box. Put 4 counters in a pile in front of you. What about the second box. Show me with our fingers how many counters will go in the second box."
S: will show 3 with their fingers.
T: "Good job, while I put 3 counters in the second box, I want you to put 3 counters in another pile in front of you."
S: will put 3 counter in a pile on the floor in front of them.
T: "Let me write down this addition sentence. Say it with me as I write it. 4 + 3 = 7."
S: will say the addition sentence with the teacher, "4 + 3 = 7"
T: "Let's take the counters out of the boxes, is there another way to put the counters in the boxes? Tell me how many counters I should put in the 1st box. Raise your hands."
S: will raise their hands and say the number.

- Go through this exercise 1 or 2 more times to show the students there are many different ways to join numbers. Emphasize that the whole number will remain the same.

T: "I will read question number 2. Max puts 8 cherries into two baskets. How many cherries does Max have?"
S: will respond, "8".
T: "Take out 8 counters from you bag."
S: will take out 8 counters.
T: "What different ways can he do this?"
S: will find different ways to make 8.

- Teacher will walk around the room and observe the different ways the students use to make 8. (give them at least 2 minutes)

T: "Who can tell me one way they sorted their counters? How many did you put in the 1st box?"
S: will raise their hands and tell the teacher how many they put in the 1st box.

- Continue this until you have 3-4 different ways. Then move on to the next question. Complete questions 1-4.

Closing: (1 minutes)
T: "Good job today. You figured out so many ways to sort numbers. That was awesome!"

Assessment:
Observations