

Grade 1	Lesson: 11.6 Problem Solving: Draw a Picture and Write a number Sentence	Reference to English
Math Standard(s): Ten	1.NBT.6	Domain: Number and Operations in Base Ten
Content Objective(s):	Language Objective(s):	
Students will draw a picture and write a number sentence to solve subtraction story problems. 我会画图和写算式来解答减法应用题。	Students will say subtraction sentences to their neighbor. 我会说出减法算式。	
Essential Understanding: Information in a problem can often be shown using a picture or diagram used to understand and solve the problem. Some problems can also be solved by writing a number sentence.	Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame:	
Materials: • 2 crayons (1 red and 1 green per child) • math workbook	Language and Word Wall: 正方形, 贴纸, 棒球卡, 书, 页数, 车, 店	
Lesson:	Instructional Time: 45 minutes	

REVIEW – NOT FOR PUBLICATION
PROPERTY OF US DEPARTMENT OF EDUCATION

Opening: (5 minutes) –

T: “你已经学会怎么写出加法和减法算式了。今天你会学习怎么写出减法算式来解答应用题。”

- Write a subtraction number sentence on the board like $40-20=20$.

T: “你什么时候会用到减法？”

- To take away an amount or compare two groups

T: “你可以用哪些方式来显示出减法应用题？”

- Act it out, draw a picture, use toys or counters

Introduction to New Material (Direct Instruction): (10 minutes)

T: “听这个应用题。Sophia摘了70颗草莓。她卖了20颗。她现在剩下几颗？我要怎么为这题画一个图和写一个算式？把课本翻到375页然后拿出蜡笔。我来写在白板上。”

- Have children work in pairs, drawing their picture in the top box on page 375. Some might draw 7 baskets of 10 strawberries, others might draw each strawberry and then circle groups of ten. Emphasize that it is quicker to draw baskets of 10 strawberries rather than each individual strawberry. When they are done drawing, have them write a number sentence in Item 1 of page 375 and solve the problem using their drawing.

T: “很好，我们再来做一题。Luke摘了60颗红色的葡萄和20颗绿色的葡萄。Luke的红色葡萄比绿色葡萄多几颗？”

- Talk about how this problem is different than the first story problem. Since this is a comparison problem children can draw 6 red boxes and align 2 green boxes.

T: “为红色葡萄画6个格子，然后为绿色葡萄画2个格子。数数看红色的葡萄多几个。之后在375页的第2题上写下算式。”

Guided Practice: (15 minutes)

Use the modeling cycle:

1. Teacher Does:

- Pass out whiteboards, eraser and markers.

T: “我要念一个应用题给你听。店里有60个蓝莓松饼。我不想画60个，所以我来画6个小正方形。请你也在你们的白板上画出来。”

T: “每个正方形代表10个松饼。我也可以在正方形里写10，所以我会不会忘记。你们也跟着做。”

T: “现在我要减30。那时3个十或3个正方形。我该怎么做？”

S: will respond, “cross out 3 squares.”

T: “我要把3个正方形划掉。还剩下几个？告诉你旁边的同学。”

S: will tell their neighbor, “3 squares are left.”

T: “还有3个正方形，所以有30。把减法算式说给你旁边的同学听。”

S: will say, “60 minus 30 equals 30.”

T: “对， $60-30=30$ ，我会在第1题的空格里写下来。”

2. Students Do with Teacher:

T: “我们再一起来做几题。”

- Just like before, do numbers 2–5 as a class. Encourage students to draw squares to represent 10 of something because it's faster.

Closing: (5 minutes)

T: “在这个课程里，你学会怎么为应用题画图 and 写算式来解答。”

- Reinforce that drawing squares to represent groups of 10 is fastest. Have a contest where one student draws out a subtraction story problem using squares and another student draws out the same subtraction problem at the same time but drawing each individual thing. See which is faster.

Assessment: Students do numbers 4 and 5 of page 377