

Grade 1	Lesson: 4-6 Subtracting with 0, 1, 2	Reference to English
Math Standard(s): 1.0A.1, 1.0A.5 & 1.0A.6		Domain: Operations and Algebraic Thinking
Content Objective(s):		Language Objective(s):
Students will master concepts of 0 less than, 1 less than, and 2 less than when subtracting 0, 1, or 2. 我会减0, 1 和 2。		Students will speak the words 0-less-than, 1-less-than, and 2-less-than 我会说少0, 少1 和 少2。
Essential Understanding: The number relationships of 0-less-than, 1-less-than, and 2-less-than are the basis for subtraction facts with a 0, 1, and 2.		Academic Vocabulary for Word Wall: Listen: 少0, 少1, 少2, 较少, 较多 Read: 小于 Write: Speak: 少0, 少1, 少2
Materials: <ul style="list-style-type: none"> Counters (10 per child) Whiteboards and dry erase markers Guided Practice page 138-139 Problem Solving page 140 		Additional Lesson Vocabulary: 少0, 少1, 少2, 较少, 较多, 拿, 标记物, 十方格
Lesson: Subtracting with 0, 1, 2		Instructional Time: 40 minutes

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Opening: (2 minutes)

- Pass out whiteboards, erasers, and markers.

T: “你已经学会怎么加0, 1 和 2了。今天你会学习怎么减0, 1 和 2。”

- Bring 9 children to the front of the class. Have the class count them. Write 9 on the board.

- Make sure the students understand fewer and more.

T: “如果你要的数字是9少1, 那么几个学生需要坐下来?”

S: will say “1”.

T: “我需要你坐下来。”

- Have one student sit down.

T: “有几个学上站着?” (count with the students) “告诉你旁边的同学。”

S: will say to their neighbor, “8”.

T: “这个的减法算式是什么? 我们一开始有9个学生, 1个坐下来之后还有8个学生。我们一起来写减法算式。”

S: will write $9 - 1 = 8$ on their whiteboards.

- The teacher will write this number sentence on the whiteboard.

T: “我需要你再站起来。”

- Have the student that sat down stand back up.

T: “我们几个学生站着?” (count with students) “告诉你旁边的同学。”

S: will say “9”.

T: “如果你要的数字是92, 那几个学生需要坐下来?”

S: will say “2”.

T: “我需要你们坐下来。”

- Have two students sit down.

T: “现在还有几个学生站着?”

S: will say “7”.

T: “这的减法算式是什么? 写在你的白板上然后告诉你旁边的同学。我们一开始有__个学生。几个坐下来了? 请写下。”

S: will write $9 - 2 = 7$ on their whiteboard and say “ $9 - 2 = 7$.”

- The teacher will write this number sentence on the whiteboard.

Introduction to New Material (Direct Instruction): (6 minutes)

T: “我会在白板上画出一个十方格, 请在你们的白板上画一个十方格。”

- Teacher will draw a ten-frame on the whiteboard.

- Have students draw a ten-frame on their whiteboards.

T: “假设校车上有5个小朋友。(Write 5 on the whiteboard) 它停下来时, 有2个小朋友下车。(Write $5 - 2$ on the whiteboard) 现在校车上有52个小朋友。现在小车上还剩下几个小朋友? 我要你用标记物捷达这个问题。校车上一开始有几个小朋友? 把答案写在白板上。”

S: will write 5.

T: “把白板举起来给我看。很好! 现在把5个标记物放在十方格里。”

- Teacher will draw 5 counters in his/her ten-frame.

T: “校车停的时候, 有几个小朋友下车?”

S: will say “2”.

T: “我要你从十方格里拿掉2个标记物。”

- The teacher will erase 2 counters off the ten-frame.

T: “5少2是什么? 告诉你旁边的同学。”

S: will say to their neighbor, “3”.

T: “校车上还剩下几个小朋友?”

S: will say “3”.

T: “对, 校车上还剩下3个学生。”

Guided Practice: (15 minutes)

Use the modeling cycle:

Teacher Does:

T: “白板上写着 0, 1 和2。”

- The teacher will write the words 0-less-than, 1-less-than, and 2-less-than on the whiteboard.

T: “我有10个标记物。我用这些标记物来表示减法算式。”

- The teacher will get out 10 counters.

T: “我会在白板上画一个十方格。”

- The teacher will draw a ten-frame on the whiteboard.

T: “我会把十个标记物放一堆。然后我会从那堆拿一把标记物。我会把标记物放在十方格里。”

- Teacher grabs a handful of counters and places them on the ten-frame.

Assessment:

Guided Practice

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