

Grade 1	Lesson: 4-7 Thinking Addition	Reference to English
Math Standard(s): 1.OA.4 & 1.OA.8		Domain: Operations and Algebraic Thinking
Content Objective(s):		Language Objective(s):
Students will learn to use doubles addition facts to master related subtraction facts. 我会用倍数的加法算式来找出相关的减法算式。		Students will say numbers 1-12 using doubles addition facts to master related subtraction facts. 我做倍数的加法算式来找出相关的减法算式时会说出1-12的数字。
Essential Understanding: Addition and subtraction have an inverse relationship. The inverse relationship between addition and subtraction can be used to find subtraction facts; every subtraction fact has a related addition fact.		Academic Vocabulary for Word Wall: Listen: 倍数 Read: 加法, 减法, 倍数 Write: Speak: 加法, 加, 等于, 减法, 减, 倍数
Materials: <ul style="list-style-type: none"> • Number Cards 0-11 (1 set per child) • Number Cards 12-20 (1 set per child) • Counters (12 per child) • Whiteboards and dry erase markers • Guided Practice page 142-143 • Problem Solving page 144 		Additional Lesson Vocabulary: 加法, 加, 等于, 总和, 减法, 减, 差, 倍数
Lesson: Thinking Addition		Instructional Time: 40 minutes

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Opening: (2 minutes)

T: “你已经学会怎么用倍数来找出接近倍数，今天你会学习怎么用倍数来帮你解答减法问题。谁可以想出有什么东西是用倍数买的？”

S: Answers will vary (shoes, eggs in a carton, wheels on a car, crayons in a box, etc.).

T: “所有的数字都是倍数吗？”

S: will say “No”.

T: “没错，不是所有的数字都是倍数。倍数是有两个一样数字的加数。例如：4是个倍数因为它是2 + 2的总和。”

•The teacher will write the number sentence $2 + 2 = 4$ on the whiteboard.

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

T: “6是倍数吗？”

S: will say “yes.”

T: “你可以怎么用标记物来帮助你？告诉你旁边的同学。”

S: will say “I can show 6 counters as two groups of 3 counters. So, 6 is the double of 3”.

T: “你可以怎么用倍数来帮你找出6少3？”

S: Answers will vary.

•Distribute the counters, whiteboards, and dry erase markers to the students.

T: “我们会用标记物来决定一个数字是不是倍数。”

•The teacher will get out 10 counters.

T: “我们怎么用标记物来找出10是不是一个倍数？”

•The teacher will make two equal groups of counters.

T: “每组有几个标记物？”

S: will say “5”.

T: “你怎么知道10是个倍数？”

S: will say “because there are two equal groups of counter; the same number of counters are in each part.”

T: “你可以为这些标记物写下什么加法算式？”

S: will say “ $5 + 5 = 10$.”

•The teacher will write the number sentence $5 + 5 = 10$ on the whiteboard.

T: “如果你知道 $5 + 5 = 10$ ，那么你可以为这个倍数写出什么减法算式？”

S: will say “ $10 - 5 = 5$.”

•The teacher will write the number sentence $10 - 5 = 5$ on the whiteboard.

Guided Practice: (15 minutes)

Use the modeling cycle:

Teacher Does:

T: “我需要数字卡和12个标记物来做这个活动。我会把数字卡2 - 12放一堆，然后把0 - 1和13 - 20的数字卡放进一个袋子里因为这个活动不会用到这些数字卡。我会用2 - 12的数字卡来决定我需要放几个标记物在我的白板上。”

•Take all of the number 0-1 and 13-20 cards out of the deck of number cards. Then shuffle the number cards and place them face down in a pile.

T: “我会选一张卡，这个卡会告诉我几个标记物。我拿到____，所以我会把____个标记物放在一堆。”

•Teacher flips over the top card in the pile and puts the correct number of counters on a pile.

T: “我会用这些标记物来决定____是不是倍数。我可以怎么用标记物来知道____是不是倍数？”

•The teacher will make two equal groups with the counters.

T: “每组有几个标记物？”

S: will say “____”.

T: “这两组有一样多的标记物吗？”

S: will say “yes or no.”

•If the number on the number card is not a double, then draw again. If the number is a double, then do the following:

T: “你怎么知道____是倍数？”

S: will say “because there are two equal groups of counter; the same number of counters are in each group.”

T: “你可以为这些标记物写什么加法算式？”

S: will say “____ + ____ = ____.”

•The teacher will write the number sentence ____ + ____ = ____ on the whiteboard.

T: “如果你知道 ____ + ____ = ____，那么你可以为这个倍数写出什么减法算式？”

S: will say “____ - ____ = ____.”

Students Do with Teacher:

T: “我需要一个学生来帮我。”

Assessment:

Guided Practice

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