Grade 1	Lesson: 4-8 Thinking Addition to 8 to Subtract	Reference to English
Math Standard(s): 1.OA.4, 1.OA.6, & 1.OA.8		**Domain: Operations and Algebraic Thinking**

Content Objective(s):	Language Objective(s):
Students will understand how addition facts to 8 related to subtraction facts to 8. 我会用到8的加法算式来找出到8的减法算式。	Students will say numbers 1–8 while using addition facts to find the related subtraction facts. 我做加法算式来找出减法算式时会说1－8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:** **Listen:** 1, 2, 3, 4, 5, 6, 7, 8, 加法，加，等于，总和，减法，减，差 **Read:** 1, 2, 3, 4, 5, 6, 7, 8, 加法，减法 **Write:** **Speak:** 1, 2, 3, 4, 5, 6, 7, 8, 加法，加，等于，减法，减
Materials: • **Number Cards 0–11 (1 set per child)** • **Counters (20 per pair)** • **Cup (1 per pair)** • **Whiteboards and dry erase markers** • **Guided Practice page 146–147** • **Problem Solving page 148**	**Language and Word Wall:** 1, 2, 3, 4, 5, 6, 7, 8, 加法，加，等于，总和，减法，减，差

Lesson: Thinking Addition to 8 to Subtract	Instructional Time: 35 minutes

Opening: (2 minutes)

T: "你已经学会怎么用倍数的加法算式来解答减法算式，今天你会学习怎么用加法算式来解答减法算式。"

•Invite 4 children to come to the front of the class.

T: "我们有1,2,3,4个学生，我一共需要7个学生。我还需要几个学生？告诉你旁边的同学。"

S: will say "3".

T: "你怎么知道？"

S: will say "because they used addition" or "addition."

T: "所以你用了加法，4 + 3 = 7?" (write the addition fact on the board)

T: "如果你从7减掉4，这会帮你找出还需要几个学生吗？"

•Write 7 – 4 = 3 and circle the 3 on the board.

S: will say "yes".

T: "如果你知道一个算式，你就可以找出所有其他个这题有关的算式。" (point at both number sentnces)

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

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

•Draw a large rectangle on the whiteboard. Draw a vertical line down the center of the rectangle. So, there are now two parts to the rectangle.

•Write the number 6 on the whiteboard.

T: "你可以怎么用加法算式来找出6 – 4 = ____的答案？"

•Invite students to share their answers.

T: "我要你在你前面放4个标记物。"

•The teacher will draw for counters (circles) in the box on the left.

T: "减法算式是什么？告诉你旁边的同学。"

S: will say "6 – 4 = ____."

T: "你知道全部是6，也知道一个部分是4。你还需要几个标记物才会有6个？"

S: will say "2".

•The teacher will write the number sentence 6 – 4 = 2 on the whiteboard.

T: "所以未知的部分是 2。"

•The teacher will draw 2 circles (counters) in the box on the right.

•Have the students put 2 counters to the right of their 4 counters.

T: "这些标记物的加法算式是什么？告诉你旁边的同学。"

S: will say "4 + 2 = 6".

T: "加法算式是什么？"

S: will say together, "4 + 2 = 6."

T: "很好！"

•The teacher will write the number sentence 4 + 2 = 6 on the whiteboard.

Guided Practice: (15 minutes)

Use the modeling cycle:

Teacher Does:

•Draw a large rectangle on the whiteboard. Draw a vertical line down the center of the rectangle. So, there are now two parts to the rectangle.

T: "我需要数字卡，标记物和杯子来做这个活动。我要把数字卡5 – 8放一堆。我会把0 – 4和9 – 11放回袋子里因为这个活动不会用到。我会用数字卡5 – 8来决定要放几个标记物在白板上。"

•Take all of the number 0–4 and 9–11 cards out of the deck of number cards. Then shuffle the number cards and place them face down in a pile.

T: "我会选一张数字卡，这个数字会告诉我要放几个标记物在杯子里。我拿到___， 所以我会把___个标记物放在杯子里。"

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

T: "现在我会从杯子里拿出一些标记物。"

•The teacher grabs some counters and removes them from the cup.

T: "我会把标记物放在左边的盒子里。"

•The teacher puts the counters in the box on the left.

T: "这题的减法算式是什么？"

S: will say "(number on the card) – (the number of counters removed from the cup) = (number of counters in the cup)."

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

T: "你知道全部是_____和一个部分是_____。你还需要几个标记物才会有_____？"

S: will say "____".

T: "所以 ____ 是未知的部分。"

•The teacher will draw ____ circles (counters) in the box on the right.

Assessment:
Guided Practice