

Grade 1	Lesson: 6-1 Making 10 to Subtract	Reference to English
Math Standard(s): 1.OA.6		Domain: Operations and Algebraic Thinking
Content Objective(s):		Language Objective(s):
Students will solve addition problems by recognizing and recording its parts in small groups. 我会认出和用小组写下算式的部分来做出加法问题。		Students will speak the words inside, outside and in all while adding parts. 我在相加部分时会说 里面, 外面 和 一共。
Essential Understanding: Subtraction facts with teen numbers can be simplified by making use of the numbers' relationships to 10.		Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame:
Materials: • Two-color counters (or Teaching Tool 14)		Language and Word Wall:
Lesson: Making 10 to Subtract		Instructional Time:

REVIEW – NOT FOR PUBLICATION
PROPERTY OF USOL

Opening: (minutes)

T: “你已经知道为什么凑成10可以帮助你解答加法算式。今天你会学习凑成10怎么帮助你解答减法算式。”

• Draw a ten-frame on the board.

T: “我怎么用十方格显示12? 跟我一起数。”

S: will count to 12 with the teacher.

• Put 10 counters in the ten-frame and two below it.

T: “好, 我们再来做一个, 我们怎么显示16? 我们要先做设么? 如果你知道, 请举手。”

S: will raise their hand and come up and put counters in the ten-frame.

T: “很好! 我们要先填满十方格。然后呢? 如果你知道, 请举手。”

S: will raise their hand and then come up and put 6 more counters below the ten-frame.

T: “很好! 我们一起数。10, 11,12,13,14,15,16。”

S: will count with the teacher starting with 10 and then the counters below the ten-frame.

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

T: “现在我们来做减法!”

• Draw another ten-frame on the board and write the subtraction fact $13 - 7 = \underline{\quad}$.

T: “我可以怎么用十方格来解答问题? 想想看。我可以把标记物放在哪里? (point at the counters as you ask the question) 我要从什么数字开始? 如果你知道, 请举手。”

S: raise their hand and say “13”

T: “没错, 我们要从13开始。我会把十方格填满然后把剩下的放在下面。跟我一起数。

1,2,3,4,5,6,7,8,9,10,11,12,13。”

S: will count with the teacher, “1,2,3,4,5,6,7,8,9,10,11,12,13.”

T: “十方格里有10个标记物, 下面还多3个。现在我们来做减法。我们先把不在十方格里的标记物减掉。我们要减掉几个?”

S: will say, “3”

T: “没错, 十方格下面有3个标记物, 我们把它们减掉。(take the 3 away) 我需要拿掉几个? 等式是 $13 - \underline{\quad}$ 。把整个等式告诉你旁边的同学。”

S: will turn to their neighbor and tell them the whole equation.

• Write the equation $13 - 3 = 10$ on the board.

T: “我们一共要减掉7个标记物。我已经减掉3个了, 我还需要减掉几个? 7减3等于什么? (demonstrate with your fingers) 用手指比给我看。”

S: will show the number 4 with their fingers.

T: “很好, 我们还需要减掉4个标记物。跟我一起数。1,2,3,4。”

S: will count with the teacher, “1,2,3,4”

• Write the equation on the board, $10 - 4 = 6$.

T: “现在十方格里还剩下几个标记物? 告诉你旁边的同学。”

S: will turn to their neighbor and say, “6”

T: “我们一起来数。1,2,3,4,5,6. 还剩下6个, 现在我们来完成等式。 $13 - 7 = 6$ 。把等式念给你旁边的同学听。”

S: will tell their neighbor the equation, “ $13 - 7 = 6$ ”

• Do the exercise 1 more time with another equation using a teen number.

Guided Practice: (minutes)

Use the modeling cycle:

Teacher Does:

T: “现在我要把你们分成两个一组。你们会拿到一张纸和标记物。你们要一起做纸上的这些题目。不要忘记开始时要先凑成10。”

1 Students Does with Teacher:

T: “我需要一学生来帮我。”

• Teacher will choose a student to come up.

T: “等式是 $18 - 9 = \underline{\quad}$ 。我们要从哪里开始?”

S: will start by putting the counters in the ten-frame and the extras below it.

T: “很好, 我们要先用标记物填满十方格然后把剩下的放在下面。你有18个标记物, 你需要减掉几个?”

S: will say “9”, and take away the 9 counters.

T: “你还剩下几个标记物? 我们一起数。”

S: will count with the teacher, “1,2,3,4,5,6,7,8,9”

T: “我们把它写在等式里。 $18 - 9 = 9$ 。跟我一起说。”

S: will say the equation with the teacher.

Assessment:

Guided Practice

REVIEW – NOT FOR PUBLICATION
PROPERTY OF USOE