

Grade 1	Lesson: 6-2 More with 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 6-7		Instructional Time:

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Opening: (minutes)

T: “你已经学会怎么凑成10来做减法。今天你会学习怎么用这个技巧来解答减法的应用题。”

• Write an equation on the board ($14 - 6 = \underline{\quad}$) Then draw a ten-frame. Have 14 counters ready to use.

T: “这是我们今天的等式 $14 - 6 = \underline{\quad}$. 把等式说出来给你旁边的同学听。”

S: will turn to their neighbor and say “ $14 - 6 = \underline{\quad}$ ”

T: “我们先数出14个标记物。跟我一起数, 1,2,3,4,5,6,7,8,9,10,11,12,13,14.

S: will count with the teacher.

T: “我们要把标记物放到十方格里。”

• Teacher will put the counters in the ten-frame.

T: “我们会先把14放进去(write 14 on board). 现在我们要把十方格下面的标记物减掉。告诉你旁边的同学要减掉几个。”

S: will tell their neighbor, “4”

• Write the equation on the board, $14 - 4 = 10$.

T: “我们减掉4个标记物, 现在还剩下十个。我们还需要减掉几个?”

S: will respond, “6”

T: “对, 我们一共要减掉6个标记物。我们已经减掉4个了。 $6 - 4 = \underline{\quad}$?”

S: will respond, “2”.

T: “对, 我们还要减掉2个标记物。我们还剩下几个标记物? 跟我一起数, 1,2,3,4,5,6,7,8.”

S: will count with the teacher.

T: “还剩下几个标记物? 告诉你旁边的同学。”

S: will tell their neighbor the number of counters left.

T: “请举手告诉我还剩下几个标记物。”

S: will raise their hand and say, “8”

T: “没错, 我们一起说出来: $14 - 6 = 8$ (finish writing the equation as you say it). 现在把等式告诉你旁边的同学。”

S: will turn to their neighbor and say “ $14 - 6 = 8$ ”

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 $15 - 7 = \underline{\quad}$. 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15个标记物, 你需要减掉几个?”

S: will say “7”, and take away the 7 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”

T: “我们把它写在等式里。 $15 - 7 = 8$. 跟我一起说。”

S: will say the equation with the teacher.

T: “现在把等式念给你旁边的同学听。”

S: will turn to their neighbor and say “ $15 - 7 = 8$ ”

T: “很好! 当你跟同学在做这个活动时, 请记得把等式说出来。”

All Students Do:

T: “谢谢, 我叫你的名字时, 你和你的朋友会完成第2 - 4题。你们会来拿标记物和纸然后开始。”

S: will collect their materials and begin the activity.

• Teacher needs to walk around the room. Make sure the students stay on task and speak the target language during the activity.

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

• Bring the students back together. Pass out the white boards, markers and erasers.

T: “请把白板, 笔和板擦放在你前面的地上(wait for all the students to put there materials down in front of them) 你刚刚在用十方格做减法, 我们会继续这么做, 但是这次我们的题目会是一个应用题。我把题目念出来, 你们在白板上画图来找出答案。”

Assessment:

Guided Practice

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