

<b>Grade 1</b>	<b>Lesson: 6-3 Using Related Facts</b>	<b>Reference to English</b>
<b>Math Standard(s): 1.OA.6</b>		<b>Domain: Operations and Algebraic Thinking</b>
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
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。
<b>Essential Understanding:</b> Addition and subtraction have an inverse relationship. The inverse relationship between addition and subtraction can be used to find subtraction facts; every subtraction facts has a related addition fact.		<b>Academic Vocabulary:</b> <b>Listen:</b> <b>Read:</b> <b>Write:</b> <b>Speak:</b> <b>Sentence Frame:</b>
<b>Materials:</b> • Counters (or teaching tool 14)		<b>Language and Word Wall:</b> 相关的算式
<b>Lesson: Using Related Facts</b>		<b>Instructional Time:</b>

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### Opening: ( minutes)

T: “你已经学会怎么表示加法和减法算式了。今天你会学习怎么写出跟加法和减法相关的算式。”

T: “我们先从加法算式开始。  $6 + 5 = \underline{\quad}$ ? 请举手。”

• Write the equation on the board.

S: will raise their hand and say, “11”

T: “对,  $6 + 5 = 11$ . 这里有6个黄色的标记物1,2,3,4,5,6, 和 5个红色的标记物1,2,3,4,5. 我把它们合在一起时, 我有1,2,3,4,5,6,7,8,9,10,11.  $6 + 5 = 11$ ”

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

T: “我可以用这些数字来做一个减法算式。我怎么写一个减法算式? 我们一起用手指写  $\underline{\quad} - \underline{\quad} = \underline{\quad}$ . 我会写在白板上。”

S: will write the equation in the air with the teacher.

T: “全部是什么? 是11, 6还是5? 请举手。” (Teacher will write those numbers on the board)

S: will raise their hands and say “11”

T: “对, 全部是11, 把它写在第一个空格里。” (Teacher will write 11 on the board) 这个等式的部分是什么?”

S: student will respond, “6 and 5”

T: “对, 6 和 5 是部分。下一个空格要写哪个数字? 用手指比给我看。”

S: will show the next number with their fingers.

T: “好, 我们把6写在下一个空格里, 这代表5是等式的最后一个部分。(fill in the blanks on the board) 我们来看看这两个等式。  $6 + 5 = 11$  和  $11 - 6 = 5$ . 两个的全部都是11, 而且部分都是6 和5。”

### Guided Practice: ( minutes)

Use the modeling cycle:

Teacher Does:

T: “你们会两个一组。一个会说出加法算式。另一个会写下跟这个算式相关的减法算式。然后你们会交换。例如: 我会说  $5 + 6 = 11$ . (write it on the board) 这个的相关减法算式是什么? 我会把11移到前面, 减6 (write it on the board below the addition fact) 等于 5”

1 Student Does with Teacher:

T: “我需要一名学生来帮我。”

• Teacher will choose a student

T: “我会说出加法算式然后你会写下跟这个算式相关的减法算式。  $4 + 8 = 12$ . 写下相关的减法算式。”

S: will write the related subtraction fact.

T: “对,  $12 - 4 = 8$  是正确的, 请说出来。”

S: will say “ $12 - 4 = 8$ ”

T: “很好! 谢谢你的帮忙。”

2 Students Do:

T: “我需要2名学生来帮我。如果你想要帮我, 请举手。”

• Teacher will choose 2 students to come up.

T: “学生1会说出加法算式。学生2会写下跟这个算式相关的减法算式, 然后说出来。请开始。”

S: will demonstrate how to say the addition fact, then write the subtraction fact and say it.

T: “很好, 现在交换。学生2会说出加法算式。学生1会写下跟这个算式相关的减法算式并说出来。”

S: will demonstrate how to say the addition fact, then write the subtraction fact and say it.

All Students Do:

T: “现在我要把你们分成两个一组, 之后你们就可以开始了。每张纸上有8个加法算式。你必须完成所有的题目。每个人做4题。”

• Call out the groups and have papers prepared.

• Walk around the room and make sure the students are saying the equations.

### Independent Practice: ( minutes)

• Bring the students back together on the carpet.

• Use the document cam or draw the problem on the board.

T: “现在换你们自己做了。你们每个人会拿到一张工作纸。我们一起来做第一题。”

T: “看这个图案。左边有几个黄色的点? 我们来数一数。”

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

T: “对, 左边有6个黄色的点。右边有几个红色的点? 我们一起来数。”

**Assessment:**

Guided Practice

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