Grade 1	Lesson: 6-4 Fact Families	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: 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:** **Read:** **Write:** **Speak:** **Sentence Frame:**
Materials: • Counters (teaching tool 14)	**Language and Word Wall:** 算式家族
Lesson:	**Instructional Time:**

Opening: (minutes)

T: "你已经学会怎么写跟加法算式相关的减法算式了。今天你会学习怎么为全部和两个部分写出相关的加法和减法算式。"

T: "算式家庭是有一样数字的加法和减法算式。"

• Write one addition fact on the board and 3 subtractions facts (only one that goes along with the addition fact).

T: "看看白板上的加法算式9 + 6 = 15. 跟我一起说。"

S: will say, "9 + 6 = 15"

T: "这个加法算式下面有3个减法算式。哪一个跟这个加法算式相关？ #1 – 11 – 4 = 7, or #2 – 15 – 9 = 6 还是 12 – 6 = 6？ 用手指比给我看，是#1, #2 还是 #3。"

S: will show 1, 2, 3, with their fingers.

T: "是 #2, 15 – 9 = 6. 你看，它们有一样的数字 15, 9 和 6. 它们是同一个算式家族的。"

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

• Pass out the white boards, markers and erasers.

T: "现在我要在白板上写3个数字：6, 14, 20. 我要写一个加法算式, 6 + 14 = 20. (write it on the board) 我需要你在你的白板上写下另一个加法算式。记得要用一样的数字。"

S: will write the other addition fact with the same numbers, 14 + 6 = 20.

T: "给我看你写下的加法算式。很好，我也要把它写在我的白板上。14 + 6 = 20. 看这两个等式，它们有一样的数字, 14, 6, 20. 现在用这些数字写下减法算式。我先写第一个，然后你会写第二个。20 – 14 = 6. (write it on the board) 现在换你在你的白板上写下第二个。"

S: will write 20 – 6 = 14 on their white board.

T: "给我看你的等式。很好，我也会把它写在我的白板上。跟我一起说出来 20 – 6 = 14。"

T: "你看，有4个等式。2加法算式和2个减法算式。它们都是用一样的数字，服哦一它们是同一个算式家族的。"

Guided Practice: (minutes)

Use the modeling cycle:

Teacher Does:

T: "现在换你了。我要把你们分成两个一组，每组会有4组数字。你们要为这些数字写出它们算式家族里的算式。我们一起来做。"

1 Student Does with Teacher:

T: "我需要一个学生来帮我。我们会轮流写出算式家族里的算式。我会写第一个加法算式然后说出来，之后欢你写另一个加法算式然后说出来。"

• Choose a student to come up and help.

T: "我先开始。我有5, 8, 13. 我会写出加法算式, 5 + 8 = 13. 换你了。写在白板上然后说出来。"

S: will write the addition fact 8 + 5 = 13 and say "8 + 5 = 13"

T: "很好，现在我们来做减法算式。我先, 13 – 8 = 5。换你了。"

S: will write 13 – 5 = 8 and say 13 – 5 = 8.

T: "很好！谢谢你的帮忙。现在我需要2个学生来帮我。如果你想要帮我，请举手。"

2 Students Do:

• Choose two students to come up and demonstrate.

T: "你们会帮我们示范这个活动。你的数字是 14, 5, 9. 学生1先开始。"

S: will demonstrate the activity.

All Student Do:

T: "现在换你了，你们每一组拿到纸之后请开始。你有5分钟。"

• Hand out the materials and set up the partnerships.

• When the students finish up, bring them back together on the carpet.

Independent Practice: (minutes)

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？我们一起来数。"

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。

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

T: "告诉你旁边的同学，右边有几个红色的点。"

Assessment:
Guided Practice