Grade 1	Lesson: 6-5 Using Addition to Subtract	Reference to English
Math Standard(s): 1.OA.4		**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: • Number Cards 12 – 20 (Teaching Tool 10) • Counters (Teaching Tool 14)	**Language and Word Wall:**
Lesson: Using Addition to Subtract	**Instructional Time:**

Opening: (minutes)

- Pass out white boards, erasers, and markers.

T: "你已经学写怎么用部分－部分－全部的模式来写出相关的加法和减法算式。我们今天来继续复习。"

T: "我会在白板上写下3个数字。6, 14, 20. 我会写下一个加法算式 6 + 14 = 20. (Teacher will write it on the board)我需要你在你的白板上写下另一个加法算式。要记得用一样的数字。"

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

- Prompt/help students as needed.

T: "给我看你们写下的加法算式。很好，我也要把它写在我的白板上。14 + 6 = 20. 看看这两个等式，它们有一样的数字：14, 6, 20. 现在用一样的数字写下减法算式。我会写第一个，然后你们写第二个。 20 － 14 = 6. (Teacher will write it on the board) 换你写下另一个减法算式了"

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

T: "给我看你们的等式。很好，我也来把它写在我的白板上。跟我一起说出来 20 － 6 = 14."

T: "看看这4个等式。2个加法算式和2个减法算式。它们都有一样的数字，所以它们是一个算式家族。"

T: "今天你会用部分－部分－全部的模式和加法来解答减法问题。"

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

T: "我要把等式的一部分写在白板上 14 － 5 = ＿＿. 我可以怎么写出一个相关的加法算式来帮助我解答这个问题？我可以怎么找出未知数？"

T: will respond, "counters"

T: "对，我可以用标记物。我怎么知道我需要用几个标记物？我知道我左边有5个标记物，所以你可以帮我数，知道我们数到14吗？"

S: will count on with the teacher 6,7,8,9,10,11,12,13,14."

T: "很好，现在左边有5个标记物，那右边有几个标记物？我们来数右边里有几个标记物。"

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

T: "我会在左边的格子里写5, 然后在右边的格子里写9。我们来写出这个加法算式5 + 9 = 14. 很好，这就是我们的加法算式。告诉你旁边的同学另一个加法算式是什么。"

S: will tell their neighbor "9 + 5 = 14" or "5 + 9 = 14"

T: "如果你想告诉我加法算式是什么，请举手。"

S: will raise their hand and say, "9 + 5 = 14" or "5 + 9 = 14"

T: "我们来看我们原本的问题 14 － 5 = ＿＿. 我们要用哪个数字来天空？用手指比给我看，要用14, 9 还是5?"

S: will show with their hands, 9.

T: "没错，我们要在空格里写下9。"

T: "我们有两个加法算式9 +5 = 14, 5 + 9 = 14 和一个减法算式14 － 5 = 9. 最后一个减法算式是什么？告诉你旁边的同学。"

S: will turn to their neighbor and say, "14 – 9 = 5"

T: "我们来把最后一个减法算式写在白板上。跟我一起说出来 '14 － 9 = 5'."

Guided Practice: (minutes)

Use the modeling cycle:

Teacher Does:

T: "现在我要把你么分成两个一组。你们需要合作来完成下面这两题。你们会轮流说加法和减法算式。"

1 Students Does with Teacher:

T: "我需要一个学生来帮我。"

- Teacher will choose one students to come up.

T: "这是我们的题目：16 － 8 = ＿＿＿. 我要把16放在这个图案的什么地方？"

- Teacher will have the small box on top with two larger boxes below it draw on the board.

S: will place the 16 in the small box at the top of the diagram.

T: "对，我们会把16放在上面。那8呢？8个标记物要放在哪里？"

S: will put the 8 counters in the left box.

T: "再看一次减法算式16 － 8 = ＿＿＿." 右边的格子里要放几个标记物？"

S: will figure out how many counters go in the right box.

- Help the student as needed, but let them figure out as much as they can on their own.

T: "右边的格子里要放8个标记物。我们来数一数来确定是正确的。 8,9,10,11,12,13,14,15,16."

S: will count with the teacher.

T: "全部都在，所以我么来天空。 16 － 8 = 8. 请说出减法算式。"

S: will say, "16 – 8 = 8"

T: "很好，现在写下并说出加法算式。"

S: will write the related addition fact and say it, "8 + 8 = 16"

Assessment:
Guided Practice