

Grade 1	Lesson: 6-6 Subtraction Facts	Reference to English
Math Standard(s): 1.OA.8		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: • Index Cards		Language and Word Wall:
Lesson: Subtraction Facts		Instructional Time:

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Opening: (minutes)

T: “你已经学到减法算式都有相关的加法算式。我们先来一起做一题。”

T: “我要在白板上写3个数字 7, 5, 12. 我会写出一个加法算式 $7 + 5 = 12$. (Teacher will write it on the board) 我要你们在你们的白板上写出另一个加法算式。记得要用一样的数字。”

S: will write the other addition fact with the same numbers, $5 + 7 = 12$.

T: “给我看你们写下来的加法算式。很好。我也会在白板上写下来。 $5 + 7 = 12$. 看这两个等式。它们都有一样的数字 12, 5, 7. 现在我们用这些数字来写出减法算式。我会做第一个, 然后你们再写第二个。 $12 - 5 = 7$. (Teacher will write it on the board) 换你在你的白板上写出另一个减法算式了。”

S: will write $12 - 7 = 5$ on their white board.

T: “给我看你们的等式。很好, 我也把它写在我的白板上。跟我一起说 $12 - 7 = 5$.”

T: “看这4个等式, 2个加法算式和2个减法算式。它们都是用一样的数字组成的, 所以它们是一个算式家族。”

T: “今天你会学习怎么决定要用哪个加法算式来帮你解答减法算式。”

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

- On the board write $13 - 6 = \underline{\quad}$.

- As the teacher does the 1st problem, think aloud and write all the information on the board as you go.

T: “哪个加法算式可以帮你找出差? 6加什么等于13? 如果我有6然后想要有13, 我需要做加法。我可以继续数到13, 7,8,9,10,11,12,13. 我多加了几个标记物? 1,2,3,4,5,6,7. 我多加了7个标记物, 所以 $6+7=13$. 这也代表 $13-6=7$.”

Guided Practice: (minutes)

Use the modeling cycle:

Teacher Does:

T: “我要把你们分成两个一组。我会给你们1张纸然后当你回答问题时, 你要把加法和减法算式念给彼此听。我来示范。”

1 Students Do with Teacher:

T: “我需要一学生来帮我。”

- Teacher will choose a student.

T: “我会说出减法算式 $18 - 9 = \underline{\quad}$? 你要找出相关的加法算式然后说出来。”

S: will say “ $9 + 9 = 18$ ”

T: “我们来画一条线到相关的加法算式然后回答减法算式。 $18 - 9 = 9$. 它们用一样的数字, 所以它们是算式家族! 换你说出下一个减法问题了。”

S: will say “ $17 - 9 = \underline{\quad}$?”

T: “相关的加法算式是 $9 + 8 = 17$. 我们从减法问题画一条线这个算式。减法问题的未知数是什么?”

S: will say “8”.

T: “天空然后说出减法算式。”

S: will say “ $17 - 9 = 8$ ”

T: “很好, 请坐。”

All Students Do:

T: “现在换你了。跟一个同学完整这一页。我会把你们分成两个一组。我叫到你们那组时, 请来那一张纸然后开始。”

S: will collect their papers and begin the activity.

- Give students enough time to finish the activity then bring them back together on the carpet.

Independent Practice: (minutes)

T: “5,4,3,2,1. 把东西收起来然后把纸拿给我, 你有十秒钟。10,9,8,7,6,5,4,3,2,1. 很好, 谢谢你们很安静地坐在那里。”

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: “ $9 + \underline{\quad} = 14$ 和 $14 - 9 = \underline{\quad}$. 告诉你旁边的同学未知数是什么。”

S: will turn to their neighbors and tell them the missing numbers.”

T: “如果我有9 但是我要14, 我可以继续数。跟我一起数。10,11,12,13,14.”

S: will count with the teacher “10,11,12,13,14”

T: “告诉你旁边的同学我们加了几个标记物。”

S: will show, “5”.

T: “现在我要给你们一张纸。请做第2-14题。你们有5分钟。”

- Teacher will pass out the papers and students will begin the Guided Practice.

- Teacher will walk around the classroom to help the students who need help. If students are finishing

Assessment:

Guided Practice

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