

Grade 2	Lesson: 1-6	Reference to English
Math Standard(s): 2.OA.1		Domain: Operations and Algebraic Thinking
Content Objective(s):		Language Objective(s):
Students will write related addition and subtraction facts.. 我会写出相关的加法和减法算式。		Students will use the word related when talking about subtraction and addition sentences. 我会说出关于加法和减法算式的词语。
Essential Understanding: Addition and Subtraction have an inverse relationship, which can be used to find subtraction facts. Every subtraction fact has a related addition fact.		Academic Vocabulary for Word Wall: Listen: 相关 Read: Write: Speak: 相关 Sentence Frame: _____是_____的相关算式。
Materials: • Number cards 0-11 (Teaching tool 2 ) • Two color counters (teaching tool1) • Guided Practice Sheets		Additional Lesson Vocabulary:
Lesson: Connecting Addition and Subtraction		Instructional Time: 45 mins
<p><b>Opening: (8 minutes)</b></p> <p>T: 今天你会学习到加法和减法算式的关系。看我手上拿的袋子。告诉你旁边的同学你觉得袋子里有什么。”</p> <p>S: turn to partner and tell them what they imagine could be in the bag.</p> <p>T: “我会从袋子里拿出里面的东西” Reach inside the bag and grab a handful of counting cubes. “是方块。我来把一样颜色的方块放一起。” Make two sticks with the two different colors. “看这些方块，你有 30 秒钟来为它们想出一个故事。”</p> <p>S: Will think for 30 seconds</p> <p>T: “告诉你对面的同学你的故事。”</p> <p>S: will tell their story</p> <p>T” 谁可以告诉我你的故事？请举手。”</p> <p>S: will raise hand and share with the class the story their partner just told them</p> <p>T: “很好。有些是结合的故事，有些是分开的故事也有些是比较的故事。现在我要来用工作板来帮忙。” Place cubes in the spaces on the workmat and write the whole in the square above</p> <p>T: “现在我们要为方块写出一个算式。你有 30 秒钟。”</p> <p>S: will think of sentences</p> <p>T: “我们来看看你们想出哪些算式。请大家站起来，当别人写出跟你一样的算式时，请坐下。” Choose a few students to come up and write their sentence on the board, until no more students are standing.</p> <p>S: will stand up, sit down when they see the sentence they thought of up on the board</p> <p>T: (Will depend on what students write) “我看到四个不一样的算式。它们都是正确的吗？用大拇指比给我看。”</p> <p>S: will use thumbs to show response</p> <p>T: 今天我们会学习到为什么这四个算式都是正确的。每个加法算式都有一个相关的减法算式。</p> <p><b>Introduction to New Material (Direct Instruction): (7 minutes)</b></p> <p>Each student should have two-colored counters and number cards.</p> <p>T: “用计数板，数字卡和工作板来做出这个算式: 5-2=3”</p> <p>S: will use their workmats and counters and number cards to make that sentence.</p> <p>On the workmat being projected, place the number card 5 at the top and counters in the correct space</p> <p>T: Choose someone to share the addition sentence.</p> <p>T: “对，可以是 2+3=5。但也可以是 3+2=5 吗？用大拇指比给我看。”</p> <p>S: will use thumbs to agree/disagree</p> <p>T: “很好，也可以是 5-3=2。你看，全部的数量都不会改变。上面的数字卡一直都是 5。我们会在 23 页的空格里写出这些算式。”</p> <p>S write down the addition and subtraction sentences.</p> <p><b>Guided Practice: ( 15 minutes)</b></p> <p>T: “现在换你和同学做第 2 和 3 题了。选一张数字卡然后放在上面因为它代表全部。然后你和同学要合作来决定用哪两个部分。之后请写下算式。”</p> <p>S: will work in partners</p> <p><i>Use the modeling cycle:</i></p>		

Teacher Does:

T: “现在换你自己做了，但是我们先一起来做第 1 题。请说出全部是什么。”

S: say 9

T: “很好，我们先要写出加法算式。跟我一起数第一个部分有几个计数板。”

S will count 1,2,3,4.

T: “第二个部分呢？”

S: 1,2,3,4,5

T: “好，所以我们有 4 和 5。我们来把它们写下来， $4+5=9$ 。如果我们把两个部分交换位子我们会有  $5+4$ ，这还等于 9 吗？请小声的数。”

S: will quietly count to check if it's 9

T: “是的！所以我们第二个加法算式是  $5+4=9$ 。请写下来。”

S: will write in the sentence

T: “现在我们来做法减算式，我们要先写下全部然后减掉一个部分。所以我们来写下  $9-5=4$  然后另一个是  $9-4=5$ 。”

S: will write in the sentences

T: 就是这样。

2 Students Do with Teacher:

T: “现在我们一起来做第 6 题。” Ask two students to come lead the class in doing number 6.

S: “Read with us.”

S: the two students will lead the class in reading, Teacher will help with words they can't read. Have students in the class write in the sentences on their papers as you go.

**Independent Practice: (10 minutes)**

T: “现在换你自己做了。你要做第 2,3,4 和 5 题。你有 10 分钟来完成。”

**Closing: ( 5 minutes)**

T: “今天做得很好。我们再来做两题。请把眼睛闭起来，如果你觉得是减法的问题用手比出减号，如果你觉得是加法问题用手比出加号。”

Tell two math stories, watch for student's response. Write the math sentence for each on the board.

S: will listen and with eyes closed, use arms to answer.

T: “睁开眼睛。看我写下来的算式然后看你是不是正确的。”

S: will look at what is written on the board to check their understanding

T: “现在我们来写出相关的加法/减法算式。把算式告诉你旁边的同学。”

S: will turn and tell

T: 很好，继续练习。

**Assessment:**

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