Grade 1	Lesson: 2-10 Connecting Models and Symbols	Reference to English

Math Standard(s): 1.0A.7 & 1.0A.8 **Domain: Operations and Algebraic Thinking**

Content Objective(s):	Language Objective(s):
Students will write and identify different subtraction sentences that are true for the same model. **我可以为一个题目写出不一样的减法算式。**	Students will say 4 difference subtraction sentences with each number combination. **我可以用3个数字说出4个不一样的减法算式。**
Essential Understanding: The differences can be written at the beginning or end of a subtraction sentence, as long as the number or expressions on each side of the equal sign are the same amount.	**Academic Vocabulary for Word Wall:** **Listen:** 一样, 不一样 **Read:** **Write:** **Speak:** 一样 **Sentence Frame:**
Materials: • Two-color counters • Whiteboards and dry erase markers • Guided Practice page 78-79 • Problem Solving page 80	**Additional Lesson Vocabulary:** parts

Lesson: Connecting Models and Symbols **Instructional Time: 45 minutes**

Opening: (3 minutes)

T: "You have learned how to write subtraction sentences that show the difference at the end. Today, you will learn another way to write a subtraction sentence."

- Teacher puts up 3 fingers on each hand.

T: "Show me 3 fingers on each of your hands."

- Write 3 = 3 on the whiteboard.

T: "Now change, your fingers to show 3 another way. What if I have 2 fingers up on one had and 1 finger up on the other. I will write that, 2 + 1 = 3. How else can we make three with our fingers?"

S: will hold up their hands showing how to make 3.

- Teacher will write down the different ways the students show how to make 3 with their fingers.

T: "Let's see how we can write that."

- Students hold up fingers on their two hands to show different ways to make 3.

T: "What does this equal?"

S: will say "3".

- Teacher records 2 + 1 = 3 on the whiteboard. Write this new equation under the first one, but this time write the sum on the left: 3 = 2 + 1.

T: "Look at the board, you see 1 + 2 = 3 and 3 = 1 + 2. How are these equations the same?"

S: will say "the number(s)"

T: "You need to have the same amount on both sides of the equal sign."

Introduction to New Material (Direct Instruction): (10 minutes)

•Write the following on the whiteboard: ___ – ___ = ___

___ = ___ – ___

T: "We have spaces for two number sentences here. How are they different?"

S: will say, "the equal sign and subtraction sign are in different place."

- Help students with the vocabulary or allow them to come up to the board and point out the differences.
- Pass out counters, whiteboards and markers to the students.
- Draw a large square on the whiteboard. Draw a line down the middle of the square to divide it into two equal parts. Have the students draw the same thing on their whiteboards.

T: "We are going to make two subtraction sentences using the numbers 4, 1, and 5? I will make the first and I need your help to make the second."

T: "Put 4 counters in the first box."

- The teacher will draw 4 counters in the first box on the whiteboard.

T: "How many counters do I put in the second box?"

S: will respond, "1"

- The teacher will draw 1 counter in the second box on the whiteboard.

T: "Good, how many counters are in the whole? Tell your neighbor."

S: will say to their neighbor, "5".

T: "What is the first subtraction sentences you can use with 4 and 1 as the parts? Let's do it together."

T: "The whole is 5, so that goes first. Then what?"

S: will respond with "4" or "1"

T: "5 minus 4 equals what? Show me with your fingers."

S: will show 1 with their fingers.

T: "Read the subtraction sentence to your neighbor."

S: will read "5 – 4 = 1" to their neighbor.

T: "On your white board please write the other subtraction sentence using 5, 4, 1. Then tell your neighbor."

S: will write and say "5 – 1 = 4".

T: "Show me your boards. Good, 5 – 1 = 4. Now I want you to use a different order. I will start it by writing 4 = ___ – ___. Fill in the blanks."

S: will fill in the blanks.

T: "Do it again with 1. What are the two subtraction sentences where the difference is 1? Write them and say them to your neighbor."

S: will write and say "5 – 4 = 1 and 1 = 5 – 4."

- The teacher records these two number sentences on the whiteboard.
- The students record these two number sentences on their whiteboards.

T: "Is 5 – 4 the same as 1?"

S: will say "yes".

T: "Does 1 = 5 – 4 mean the same as 5 – 4 = 1?"

S: will say "yes".

Assessment:
Guided Practice