

Grade 1	Lesson: 2-4 Introducing Subtraction Expressions and Number Sentences	Reference to English
Math Standard(s): 1.OA.1 & 1.OA.4 & 1.OA.6		Domain: Operations and Algebraic Thinking
Content Objective(s):		Language Objective(s):
Students will write and solve subtraction number sentences. 我可以写和解答减法算式。		Students will say the subtraction sentence. 我可以说出减法算式。
<b>Essential Understanding:</b> A missing part of a whole is one interpretation of subtraction. Subtraction number sentences can be used to show a missing part subtraction situation.		<b>Academic Vocabulary for Word Wall:</b> <b>Listen:</b> 减法, 差, 减, 等于 <b>Read:</b> 减号, 等号 <b>Write:</b> <b>Speak:</b> 减法, 减, 等于 <b>Sentence Frame:</b> _ - _ = _
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Connecting cubes</li> <li>• Paper</li> <li>• Guided Practice page 54-55</li> <li>• Problem Solving page 56</li> </ul>		<b>Additional Lesson Vocabulary:</b> 藏起来, 隐藏
Lesson: Introducing Subtraction Expressions and Number Sentences		Instructional Time: 40 minutes

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### Opening: (3 minutes)

- Write an addition sentence on the board with a missing number.  $\_\_ + \_\_ = \_\_$ .

T: "You have learned how to find the missing part of a number when you know one part of the number. Look at the board. The whole number is 7. I will write 7 in the addition sentence. The part we know is 2. I will write that in the addition sentence. What is the missing number?"

S: will raise their hand and say, "5."

T: "Good job, today you will learn how to write subtraction sentences after finding a missing part."

- Hold up both hands, clearly showing all ten fingers.

T: "How many fingers am I showing?"

S: will say "10".

- Then put 5 fingers (one hand) behind your back.

T: "How many fingers are behind my back?"

S: will say "5".

- Remind the students that they need to identify the parts they know (the 5 fingers they can see) to find the missing part.

### Introduction to New Material (Direct Instruction): (7 minutes)

- Use cubes

T: "I have 6 cubes in all. I hide some of the cubes under the table, and now you can see 3. How can you find out how many cubes are hidden? Tell your neighbor."

S: will share their answers with their neighbor, "3" or "3 cubes."

T: "How many cubes are hidden? Everyone together, 3. Good job."

- Distribute 9 connecting cubes, a whiteboard, and a dry erase marker to each child. Have the children pull 6 of the cubes down close to them.

T: "Every one needs 6 cubes on their white board."

S: will put 6 cubes on their white board.

T: "You know that the whole is 6 cubes. Write a 6 on your whiteboard."

- The teacher will write a 6 on the whiteboard. The students will each write a 6 on their whiteboard.

T: "This is a minus sign - (teacher draws a minus sign on the whiteboard after the number 6). Make a minus sign after your number 6."

S: will write a minus sign on their whiteboards.

T: "Now you see 3 cubes. Write a 3 after the minus sign."

- The teacher will write a 3 on the whiteboard. The students will each write a 3 on their whiteboard.

T: "I had 6 cubes and I have 3 cubes left. The 6 is the whole and the 3 is one of the parts. You have 6 cubes in front of you. I want you to take 3 of those cubes away."

- Have the children move 3 of the cubes away from the pile of 6 cubes.

T: "What is the missing part?"

S: will say "3".

T: "Count with me, 1,2,3.

S: will count with the teacher.

T: "This is an equal sign = (teacher write an equal sign on the whiteboard after the number 3). You write the difference after the equal sign. The difference is the result when one number is subtracted from another number."

T: "So, we write a 3 after the equal sign."

S: will make an equal sign and then write the number 3 on their whiteboards.

T: "What you did was subtract 3 from 6 to get 3. So, 3 is the difference."

- Teacher will label the minus and equal sign on their subtraction sentence on the whiteboard.

T: "This is a subtraction sentence. We will use subtraction sentences in our activity today."

T: "Today you are going to work with a partner to make some subtraction sentences. You will need 9 connecting cubes, a whiteboard, and dry erase makers for this activity.

- The teacher will get 9 connecting cubes, a whiteboard, and a dry erase marker to model this activity.

T: "I have 9 cubes."

- Teacher makes a train with 9 cubes.

T: "Count the cubes with me."

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

T: "I know that the whole is 9. I have 9 total cubes. So, I write a 9 on my whiteboard."

- Teacher writes a 9 on the whiteboard.

T: "I am going to hide some cubes under this paper."

- The teacher breaks off 4 cubes and cover them with a paper.

T: "There are 9 cubes in all and I can see 5 of them. So, what is the part I know?"

S: will say "5"

Assessment:

Guided Practice

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