

Grade 1	Lesson: 2-6 Stories About Comparing	Reference to English
Math Standard(s): 1.OA.1 & 1.OA.6 & 1.OA.8		Domain: Operations and Algebraic Thinking
Content Objective(s):		Language Objective(s):
Students will tell and act out comparing stories to find how two groups are different. 我可以说和比出比较的故事。		Students will say the subtraction sentence. 我可以说出减法算式。
Essential Understanding: Comparing two quantities to find how much more/less one quantity is than the other one interpretation of subtraction. Subtraction number sentences can be used to show comparison subtraction situations.		Academic Vocabulary: Listen: 比较, 10 Read: Write: Speak: 比较, 10, 多 Sentence Frame: 差是 ____.
Materials: <ul style="list-style-type: none"> • Connecting cubes (10 red and 10 blue per group of 3) • Whiteboards and dry erase markers • Guided Practice page 62-63 • Problem Solving page 64 		Language and Word Wall: 减, 等于, 弹珠, 车, 开车, 红色, 蓝色, 比较高
Lesson: Stories About Comparing		Instructional Time: 40 minutes

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Opening: (2minutes)

T: "You have learned how to write subtraction sentences to describe stories about taking away. Today, you will learn how to write subtraction sentences to compare two groups."

- Draw two groups of balls on the board. One group needs to have more than the other group.

T: "What does it mean to have more of something, such as marbles (balls)? Look at these two groups of balls drawn on the board. Point at the group that has more balls."

S: will point at the group with more balls.

T: "Good job, this group has more balls. How many more? Let's count how many balls are in each group."

S: will count the number of balls in each group.

- Teacher will write the amount on the board below each group.

T: "This group has ___ balls, the other group has ___ balls. What is the difference? Tell your neighbor."

S: will say to their neighbor the difference between the two groups.

T: "Let's put numbers into a subtraction sentence, $__ - __ = __$. How many more does group 1 have?"

S: will say the difference.

T: Let's say the subtraction sentence together. $__ - __ = __$.

Introduction to New Material (Direct Instruction): (5 minutes)

- Display a tower of 6 red connecting cubes and a tower of 4 blue connecting cubes.

T: "Are there more blue cubes or red cubes? Tell your neighbor."

S: will say to their neighbor, "red cubes."

T: "How many more?"

S: will say "2".

T: "Let's count together, 1,2,3,4,5,6 red cubes. I will write it in the subtraction sentence."

S: will count with the teacher.

T: "How many blue cubes are there? Count with me, 1,2,3,4. 4 blue cubes, let me write that down."

S: will count with the teacher.

T: "Look at our subtraction sentence. $6 - 4 = __$. How many more red cubes are there?"

S: will say, "2".

- Hold the tower of red cubes next to the tower of blue cubes, so that the students can compare the 2 towers.

T: "You compare two groups to find the difference. Let's fill in the rest of the sentence. $6 - 4 = 2$. Say it with me."

S: will say, " $6 - 4 = 2$ " with the teacher.

Guided Practice: (15 minutes)

Use the modeling cycle:

Teacher Does:

- Distribute the connecting cubes and present a story.

T: "Lori sees several cars driving on the road. She sees 6 red cars and 4 blue cars. Lori wants to know how many more red cars drive by than blue cars."

- Show a tower with 6 red cubes.

T: "The 6 red cubes represents the 6 red cars."

- Show a tower with 4 blue cubes.

T: "The 4 blue cubes represent the 4 cars."

- Put the two towers next to each other.

T: "Which group is taller?"

S: will say "red".

- Point to the top of the tower with 6 cubes.

T: "There are 2 more cubes in the red tower. So we know that there are 2 more red cars. Let's write a subtraction sentence that shows how the towers compare."

- Write a blank subtraction sentence on the board.

T: "How many red cars are there?"

S: will say, "6"

T: "Correct, I will write 6 on the first blank."

T: "How many blue car are there? Tell your neighbor."

S: will tell their neighbor, "4".

T: "Show me with your fingers, how many blue cars?"

S: will show 4 with their fingers.

T: "I will write 4 on the next blank. And what is the difference between 6 and 4?"

S: will say "2"

Assessment:

Guided Practice

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