

<b>Grade 1</b>	<b>Lesson: 2-10 Connecting Models and Symbols</b>	Reference to English
<b>Math Standard(s): 1.0A.7 &amp; 1.0A.8</b>		<b>Domain: Operations and Algebraic Thinking</b>
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
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。
<b>Essential Understanding:</b> 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.		<b>Academic Vocabulary for Word Wall:</b> <b>Listen:</b> 一样, 不一样 <b>Read:</b> <b>Write:</b> <b>Speak:</b> 一样 <b>Sentence Frame:</b>
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Two-color counters</li> <li>• Whiteboards and dry erase markers</li> <li>• Guided Practice page 78-79</li> <li>• Problem Solving page 80</li> </ul>		<b>Additional Lesson Vocabulary:</b> 部分
<b>Lesson: Connecting Models and Symbols</b>		<b>Instructional Time: 45 minutes</b>

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### Opening: (3 minutes)

T: “你已经学会怎么写减法算式来找出差。今天你会学习怎么用不同的方式来写出减法算式。|”

• Teacher puts up 3 fingers on each hand.

T: “用两只手比出3只手指。”

• Write  $3 = 3$  on the whiteboard.

T: “现在用另一个方式表示3。如果我一只手上有2只手指然后另一只手比出1只手指，我会写出 $2 + 1 = 3$ 。我们还可以用什么方式来比出3？”

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: “我们来看看可以怎么写出来。”

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

T: “这个等于什么？”

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: “看一下白板，你看到 $1 + 2 = 3$ 和 $3 = 1 + 2$ 。这两个等式有什么相同的地方？”

S: will say “the number(s)”

T: “等号的两边需要有一样的数量。”

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

• Write the following on the whiteboard:  $\underline{\quad} - \underline{\quad} = \underline{\quad}$   
 $\underline{\quad} = \underline{\quad} - \underline{\quad}$

T: “我们有两个算式的空格。它们两个有什么不一样？”

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: “我们要用4, 1和5来写出两个减法算式。我会写出第一个然后你们写出第二个。”

T: “在第一个盒子里放4个标记物。”

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

T: “我要在第二个盒子里放几个标记物？”

S: will respond, “1”

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

T: “很好，一共有几个标记物？告诉你旁边的同学。”

S: will say to their neighbor, “5”.

T: “第一个用4和1为部分的减法算式是什么？我们一起做。”

T: “全部是5，所以要先写下来。然后呢？”

S: will respond with “4” or “1”

T: “5减4等于什么？用手指比给我看。”

S: will show 1 with their fingers.

T: “把减法算式念给你旁边的同学听。”

S: will read “ $5 - 4 = 1$ ” to their neighbor.

T: “在你的白板上写出用5, 4和1的另一个减法算式。告诉你旁边的同学。”

S: will write and say “ $5 - 1 = 4$ ”.

T: “给我看你的白板。很好， $5 - 1 = 4$ 。现在用不同的顺序写出来。我会先写 $4 = \underline{\quad} - \underline{\quad}$ 。请填空。”

S: will fill in the blanks.

T: “再做一次，这次用1。差是1的两个减法算式是什么？写下并告诉你旁边的同学。”

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: “ $5 - 4$ 和1是一样的吗？”

S: will say “yes”.

T: “ $1 = 5 - 4$ 和 $5 - 4 = 1$ 是一样的吗？”

S: will say “yes”.

T: “差是4的两个减法算式是什么？写下并告诉你旁边的同学。”

S: will write and say “ $5 - 1 = 4$  and  $4 = 5 - 1$ .”

Assessment:

Guided Practice

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