

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.  $\underline{\quad} + \underline{\quad} = \underline{\quad}$ .

T: “你已经学会怎么找出一个数字的未知部分。现在看白板。全部是7, 所以我会把7写在加法算式里。我们知的部分是2。我也会把它写在算式里。未知数是什么呢?”

S: will raise their hand and say, “5.”

T: “很好, 今天我们会学习找出未知部分之后怎么写出一个减法算式。”

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

T: “我比出几只手指?”

S: will say “10”.

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

T: “我背后比出几只手指?”

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: “我一共有6个方块。我把一些方块藏在桌子下, 所以你现在只看得到3个。有几个方块被藏起来? 告诉你旁边的同学。”

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

T: “有几个方块是藏起来的? 大家一起说, 3。很好。”

- 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: “大家的白板上需要有6个方块。”

S: will put 6 cubes on their white board.

T: “你知道全部是6个方块。在白板上写出6。”

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

T: “这是减号 - (teacher draws a minus sign on the whiteboard after the number 6). 在6后面写出减号。”

S: will write a minus sign on their whiteboards.

T: “现在你看到3个方块。在减号后面写3。”

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

T: “我有6个方块, 但现在只剩下3个方块。6是全部然后3是一个部分。你全面有6个方块。我需要你拿走3个方块。”

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

T: “未知的部分是什么?”

S: will say “3”.

T: “跟我一起数 1, 2, 3。”

S: will count with the teacher.

T: “这个是等号 = (teacher write an equal sign on the whiteboard after the number 3)。你要把差写在等号后面。差是一个数字减掉另一个数字的答案。”

T: “所以, 我们在等号后写3。”

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

T: “你做的是6减掉3来得到3。所以差是3。”

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

T: “这是一个减法算式。我们今天的活动里会用到减法算式。”

T: “你今天会跟一个同学一起写出减法算式。你需要9个连接方块, 一个白板和白板笔来做这个活动。”

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

T: “我有9个方块。”

- Teacher makes a train with 9 cubes.

T: “跟我一起数这些方块。”

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

T: “我知道全部是9。我一共有9个方块, 所以我会把9写在白板上。”

- Teacher writes a 9 on the whiteboard.

T: “我会把一些方块藏在这张纸下面。”

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

T: “一共有9个方块但是我只能看到5个。我们知的部分是什么?”

S: will say “5”.

Assessment:

Guided Practice

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