

<b>Grade 1</b>	<b>Lesson: 2-8</b> <b>All Kinds of Subtraction Stories</b>	Reference to English
<b>Math Standard(s): 1.OA.1 &amp; 1.OA.4 &amp; 1.OA.6</b>		<b>Domain: Operations and Algebraic Thinking</b>
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
Students will write subtraction sentences to represent different kinds of subtraction stories. 我可以写出减法算式。		Students will tell a subtraction story using the sentence frame. 我可以讲一个有关方块的减法故事。
<b>Essential Understanding:</b> There are different interpretations of subtraction. Subtraction number sentences can be used to show each interpretation.		<b>Academic Vocabulary for Word Wall:</b> <b>Listen:</b> 少于 <b>Read:</b> <b>Write:</b> <b>Speak:</b> <b>Sentence Frame:</b> 这里有 ___ (数字) ___ 颜色 (方块). 我拿走了 ___ (数字), 现在还剩下几个?
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Connecting cubes (9 per group)</li> <li>• Whiteboards and dry erase markers</li> <li>• Guided Practice page 70-71</li> <li>• Problem Solving page 72</li> </ul>		<b>Additional Lesson Vocabulary:</b> 拿走, 塔, 比较高, 气球, 胡萝卜
<b>Lesson: All Kinds of Subtraction Stories</b>		<b>Instructional Time: 40 minutes</b>

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### Opening: (2minutes)

T: “你已经学会怎么为应用题写出减法算式了。今天你会学习怎么练习用方块和图案来写出减法算式来代表应用题。”

• Put 4 red cubes down in a pile. Put 3 blue cubes together in a pile.

T: “我们要找出红色的方块比蓝色的方块多几个。我们可以做什么里捷达这个问题？”

• If students can't come up with the words, prompt them with a variety of answers and have them pick one.

S: will say “compare” or “subtract”

T: “来比较这两组方块，我们可以把两组连接方块连成一条。”

• Put 4 red cubes together in a tower. Put 3 blue cubes together in a tower.

T: “哪一条比较高？告诉你旁边的同学。”

S: will say to their neighbor, “red” or “the red tower.”

T: “红色的方块比蓝色的方块多几个？用手指写出来。”

S: will write “1” in the air.

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

• Pass out 9 connecting cubes per child. Also, have students get whiteboards and a dry erase marker.

T: “这个故事可以用方块来代表。Susie有7颗气球，大家用方块戴白7颗气球给我看。”

S: will show 7 cubes.

T: “她给她朋友一些气球。现在Susie有4颗气球。拿掉4颗气球。”

S: will take away 4 balloons.

T: “Susie给她朋友几颗气球？你手上还剩下几颗气球？把数字写在白板上。”

• Make sure the students have their connecting cubes out to use.

T: “Susie一开始有几颗气球？”

S: will say “7”.

T: “Susie最后剩下几颗气球？”

S: will say “4”.

• Have the students disconnect 4 cubes to show the number of balloons Susie ended up with. Guide the students to connect more cubes to the 4 cubes to get 7, the number of balloons Susie gave away.

T: “你还需要几个方块才会有7个？告诉你旁边的同学”

S: will say to their neighbor, “3”.

• Guide children to write  $7 - 4 = 3$  on their whiteboards.

• Write a blank subtraction sentence on the board.

T: “帮我填上减法算式里的空格。第一个空格里要写什么？”

S: will say “7”

T: “没错， $7 - \underline{\quad}$ 。第二个空格里要写什么？不要忘了写在白板上。”

S: will write  $7 - 4$  on their whiteboard.

T: “最后一个空格里要写什么？写下然后我们一起说出来。”

S: will write and then say “7 minus 4 equals 3.”

### Guided Practice: (15 minutes)

Use the modeling cycle:

Teacher Does:

T: “我们再做一题。Kim有7个红萝卜。Bob有的比Kim少4个。Bob有几个红萝卜？”

• Students should already have connecting cubes out.

T: “Kim有几个红萝卜？用手指比给我看。”

S: will show “7”.

T: “连接7个方块。”

S: will connect 7 cubes.

T: “未知的部分是什么？”

S: will say “Bob's.”

T: “Bob有的红萝卜比Kim有的少几个？”

S: will say “4”.

T: “拿走4个方块。”

S: will take away 4 cubes.

T: “还剩下几个方块？告诉你旁边的同学。把整个减法算式写在白板上。”

S: will say to their neighbor, “3”.

• Guide the children to write  $7 - 4 = 3$ .

T: “跟我一起把减法算式念出来。”

S: will say “7 minus 4 equals 3.”

Assessment:

Guided Practice

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