Grade 1	Lesson: 2-9 Connecting Addition and Subtraction	Reference to English

Math Standard(s): 1.0A.6	Domain: Operations and Algebraic Thinking

Content Objective(s):	Language Objective(s):
Students will write related addition and subtraction facts. **我可以写出相关的加法和减法算式。**	Students will addition and subtraction sentences. **我可以说出加法和减法算式…**
Essential Understanding: Addition and subtraction have an inverse relationship. The inverse relationship between addition and subtraction can be used to find subtraction facts; every subtraction fact has a related addition fact.	**Academic Vocabulary:** **Listen:** 一样，不一样，一共 **Read:** **Write:** **Speak:** 不一样，顺序 **Sentence Frame:**
Materials: • Two-color counters (6 per pair) • Whiteboards and dry erase markers • Guided Practice page 74-75 • Problem Solving page 76	**Language and Word Wall:** 加法，减法，减，加，等于

Lesson: Connecting Addition and Subtraction	Instructional Time: 45 minutes

Opening: (4 minutes)

T: "你已经学会怎么加和减数字了。今天你会学到加法和减法有什么关系。"

- Draw a large square on the whiteboard. Draw a line down the middle of the square to divide it into two equal parts. Draw 3 counters in one box and 2 counters in the other box.
- Pass out white boards, markers and erasers.

T: "一共有几个标记物？"

S: will say "5".

- Write a number 5 above the two boxes on the whiteboard. Then cover the group of 3 counters

T: "你可以写出什么减法算式？请写在你的白板上。"

S: will write, "5 – 2 = 3".

T: "现在跟我一起说出这个减法算式。"

S: will say "5 – 2 = 3".

- After the children have helped you write a subtraction sentence, reveal the hidden counters to check the answer.

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

- Distribute the counters to the children.

T: "我会在有3个标记物的盒子里多加一个标记物。"

- Draw 1 more counter on the model on the board, so that it shows 4 counters on one side and 2 counters on the other side.
- Have the students model the picture on the board with their counters.

T: "我要你们在白板上画两个盒子。在每个盒子里放一样数量的标记物，跟我做的一样。"

S: will draw the two boxes and put counters in each box to match the one on the board.

T: "这个盒子里面有几个标记物？"

S: will say "4".

- Write a number 6 above the two boxes on the whiteboard.

T: "你可也为这些标记物写出什么加法算式？请写下来然后跟你旁边的同学说。"

S: will write and say "4 + 2 = 6" to their neighbor.

T: "跟我一起说出这个加法算式。"

S: will say "4 plus 2 equals 6."

T: "把这题的2个标记物盖起来。"

- Cover the 2 counters on the models on the whiteboard.
- Have the students cover the group of 2 counters on their model.

T: "可以用哪个减法算式来代表这题？写下来然后告诉你旁边的同学。"

S: will write and say "6 – 4 = 2" to their neighbor.

T: "现在把4个标记物盖起来。"

- Cover the 4 counters on the models on the whiteboard.
- Have the students cover the group of 4 counters on their model.

T: "可以用哪个减法算式来代表这题？写下来然后告诉你旁边的同学。"

S: will write and say "6 – 2 = 4"to their neighbor.

T: "看一下这些减法算式。看一下这个加法算式。他们有什么相同的？"

S: will say, "same numbers."

T: "这些算式有什么不同的？"

S: will say "numbers in different order" or "plus or minus signs"

Guided Practice: (15 minutes)

Use the modeling cycle:

Teacher Does:

T: "我们再做另外一题。我会在第一个盒子里画1个标记物。请你也一样这么做。"

- Draw 1 counter in the first box on the whiteboard.
- Have the students model the picture on the whiteboard with their counters.

T: "我会在第二个盒子里画6个标记物。第二个盒子里有几个标记物？"

S: will say "6".

T: "很好，请在你们第二个盒子里画6个标记物。"

T: "两个盒子里一共有几个标记物？告诉你旁边的同学。"

S: will say to their neighbor, "7"

- Write a number 7 above the two boxes on the whiteboard.

T: "你可以为这些标记物写出什么加法算式？写下并告诉你旁边的同学。"

Assessment:
Guided Practice