

<b>Grade 1</b>	<b>Lesson: 2-1</b> <b>Finding Missing Parts of 6 and 7</b>	Reference to English
<b>Math Standard(s): 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 solve problems by finding the missing parts of 6 and 7. <i>I can solve subtraction problems by finding the missing parts.</i>		Students will speak the words missing part. <i>I can speak the words missing part.</i>
<b>Essential Understanding:</b> A missing part of a whole can be found when the whole and other part are known.		<b>Academic Vocabulary for Word Wall:</b> <b>Listen:</b> missing part, 1, 2, 3, 4, 5, 6, 7 <b>Read:</b> 1, 2, 3, 4, 5, 6, 7 <b>Write:</b> <b>Speak:</b> missing part, 1, 2, 3, 4, 5, 6, 7 <b>Sentence Frames:</b>
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Two-color counters</li> <li>• Small cup</li> <li>• 6 pennies</li> <li>• Whiteboards and markers</li> <li>• Guided Practice page 42-43</li> <li>• Problem Solving page 44</li> </ul>		<b>Additional Lesson Vocabulary:</b> Bones, bowls, pennies, piggy bank, counters
<b>Lesson: Finding Missing Parts of 6 and 7</b>		<b>Instructional Time: 45 minutes</b>
<p><b>Opening: (5 minutes)</b></p> <p><b>T: “You have learned how to make sums of 6 and 7. Today, you will learn how to find missing parts of 6 and 7.”</b></p> <ul style="list-style-type: none"> <li>•Draw a piggy bank on the board and have change (pennies) available to explain a piggy bank.</li> </ul> <p><b>T: “This is a piggy bank. You put money in the piggy bank.”</b></p> <ul style="list-style-type: none"> <li>•Hold up 6 pennies and count them.</li> </ul> <p><b>T: “We will keep pennies in our piggy bank. Count these pennies with me.”</b></p> <p>S: will count with the teacher “1, 2, 3, 4, 5, 6.”</p> <p><b>T: “You saved these 6 pennies. Some pennies are in your piggy bank (demonstrate pennies in the piggy bank) and some are in your hand. You can only see the number of pennies in your hand, but you know the rest of the 6 pennies are in the piggy bank.”</b></p> <ul style="list-style-type: none"> <li>•Set down the 6 pennies. Then draw four pennies (each penny is drawn as a circle with 1¢ written inside it) on the board. Do not draw these pennies inside the piggy bank. Draw a question mark (?) inside the piggy bank.</li> </ul> <p><b>T: “You have 6 pennies in all. You have 4 pennies in your hand that you can see (point at the pennies in your hand or the picture you drew on the board). What is the missing part?”</b></p> <p>S: will say “2”.</p> <p><b>T: “You are right, there are 4 pennies outside the piggy bank and 2 pennies inside it. We have 6 pennies in all.</b></p> <ul style="list-style-type: none"> <li>•Erase the question mark drawn inside the piggy bank. Draw 2 pennies (each penny is drawn as a circle with 1¢ written inside it) inside the piggy bank.</li> </ul> <p><b>T: “The 2 pennies inside the piggy bank are the missing part. Count the missing part with me.”</b></p> <ul style="list-style-type: none"> <li>•Point to each penny as the students count.</li> </ul> <p>S: will say 1, 2.</p> <p><b>T: “How many pennies do you have altogether?”</b></p> <p>S: will say “6”.</p> <p><b>T: “What is the missing part?”(refer back to the 2 pennies you just drew on the piggy bank)</b></p> <p>S: will say “2”.</p> <p><b>Introduction to New Material (Direct Instruction): (10 minutes)</b></p> <ul style="list-style-type: none"> <li>•Draw a question mark on a cup and place 1 counter inside it without showing the class. Place the cup on a table in the front of the room with 5 counters next to the cup.</li> </ul> <p><b>T: “I have 6 counters in all. (write it on the board) There is a part that you can see and there is a part in the cup. How many counters can you see on the table? Show me with your fingers.” (Demonstrate how to show the amount with fingers)</b></p> <p>S: will show with their fingers how many counters are on the table, “5”</p> <p><b>T: “Good job, there are 1,2,3,4,5 counters on the table. And we know there are 6 counters in all.”</b></p> <ul style="list-style-type: none"> <li>•Use the counters to show children’s ideas.</li> <li>•Remind children about the part-part-whole relationship. Have children recognize that they know the whole and one part and must find the missing part.</li> </ul> <p><b>T: “Work with your partner to find how many counters are inside the cup.”</b></p>		

S: will work with a partner to find out how many counters are inside the cup.

**T: "We have 5 counters plus \_\_\_\_ equals 6 in all. What is the missing number? Every one say it together."**

S: will say "1"

**T: "Yes,  $5 + 1 = 6$ . (write the equation on the board) 1 is the missing number."**

•Suggest that children draw a picture on their white boards or use counters to help them find the missing part. After the class has had time to work on the problem, have them discuss the methods they used to find the missing part.

### **Guided Practice: (15 minutes)**

*Use the modeling cycle:*

Teacher Does:

•Pass out guided practice pages 42 and 43.

**T: "Write your name on page 42. Let's do problem #1 together. What do you see in the picture?"**

S: will say "5 bones" or "bowl"

**T: "We need to find the missing part."**

**T: "There are 6 bones in all. What part do you know?"**

S: will say "5".

**T: "Yes, we see 5 bones. What is the missing part? Show with your fingers."**

S: will show "1".

**T: "What do we write down?"**

S: will say "1".

**T: "So,  $5 + 1 = 6$ . (write the addition sentence on the board)**

•Remind the students that adding the missing part to the known part will equal the whole.

**T: "Let's do problem #2 together. What do you see in the picture?"**

S: will say "6 bones" or "bowl"

**T: "There are 7 bones in all. What do you need to find?"**

S: will say "the missing part."

**T: "Yes, the missing part. What part do you know? Tell your neighbor."**

S: will tell their neighbor, "6".

**T: "Correct, we know 6 because there are 6 bones in the picture. What is the missing part? Show me with your fingers."**

S: will show "1".

**T: "What do we write down on the line as the missing part on question #2?"**

S: will say "1".

**T: "As I write the number sentence, say it with me,  $6 + 1 = 7$ ."**

2 Students Do with Teacher:

**T: "I need 2 students to come up and help me. Raise your hand if you want to volunteer to help me."**

•Teacher will choose 2 students.

**T: "Let's do problem #3 together. Ask student #1 the following question: How many bones do we have in all? Look at the picture."**

S: will say "6".

**T: "Ask student #2 the following question: What do we know?"**

S: will say "4".

**T: "There are 6 bones in all. We can see 4 of the bones. What is the missing part?"**

S: will say "2".

2 Students Do:

**T: "I need more students to help me."**

•Teacher will choose 2 students.

**T: "Please do problem #4. Student #1, tell me how many bones we have in all. Student #2, tell me what is the part that we already know. Then tell me the missing part."**

S: "7 bones in all." "We know 3." "The missing part is 4."

### **Independent Practice: (10 minutes)**

**T: "Now it is your turn to do it on your own. Finish problems #5, 6, 7, 8, 9, and 10. You will have 5 minutes, when I clap my hands come back to the carpet."**

•Students will get to work finishing page 43. As they are working independently the teacher will walk around the room asking students to answer questions and check for any misconceptions.

•Teacher claps hands and students return to the carpet. Do problems 11, 12 and 13 together.

**Closing: (5 minutes)**

•Collect the papers and bring the class together on the floor.

- Pass out white boards, erasers and markers.

**T: "Great job today! Let's look at question 8. I read it to you. You need to draw it. There are 7 bones in all. You draw it on your board, but will one of you come up and draw 7 bones on my board?"**

S: will draw 7 bones.

**T: "What do the 7 bones show?"**

S: "all the bones" or "the whole"

**T: "We see 4 bones outside the bowl. So, the part we know is 4. Who can come up and circle 4 bones?"**

S: circle 4 of the 7 bones that have been drawn.

**T: "What is the missing part. How many bones have not been circled?"**

S: will say "3".

•Draw a bowl around the 3 bones that have not been circled. Remind the students that adding the missing part to the known part will equal the whole.

**T: "What do the 3 bones inside the bowl stand for?"**

S: will say "the missing part".

**T: "How many bones in all?"**

S: will say "7".

**T: "How many bones are in the part we know?"**

S: will say "4".

**T: "What is the missing part?"**

S: will say "3".

**Assessment:**

**Guided Practice**