Grade 1	Lesson: 2-2 Finding Missing Parts of 8	Reference to English

Math Standard(s):   1.0A.4 & 1.0A.6   Domain: Operations and Algebraic Thinking

Content Objective(s):	Language Objective(s):
Students will find the missing part of 8 when one part is known. *I can solve subtraction problems by finding the missing part.*	Students will speak the words: whole and missing part correctly. *I can say the words: whole and missing part correctly.*
Essential Understanding: A missing part of a whole can be found when the whole and the other part are known.	**Academic Vocabulary for Word Wall:** **Listen:** missing part, 1, 2, 3, 4, 5, 6, 7,8 **Read:** 1, 2, 3, 4, 5, 6, 7, 8 **Write:** **Speak:** missing part, part, whole, 1, 2, 3, 4, 5, 6, 7, 8 **Sentence Frame:**
Materials: • Two-color counters • Dark-colored paper • Whiteboards and markers • Guided Practice page 46-47 • Problem Solving page 48 • A paper leaf	**Additional Lesson Vocabulary:** Spider, greatest, counters

Lesson: Finding Missing Parts of 8	Instructional Time: 45 minutes

Opening: (2 minutes)

T: "You have learned how to find missing parts of 6 and 7. Let's do one together."

• Draw 4 circles on the board that the students can see. Have two hidden behind a piece of paper.

T: "On the board there 4 circles that you can see. Behind the paper are more circles. There are 6 circles in all. (write 4 + ___ = 6 on the board). **How many circles are missing? Show me with your fingers."**

S: *will show 2 with their fingers.*

T: "Correct, there are 2 missing circles. Let's fill in the blank. 4 + 2 = 6."

T: "Today, you will learn how to find a missing part of 8. How many legs does a spider have?"

• Draw a spider on the board and count the legs as you draw it.

S: will say "8".

T: "You see this spider on a tree. A leaf is covering some of its legs, so you can only see 5 of the legs. Does the spider still have 8 legs?"

• Use the drawing and leaf give the students a visual.

S: will say "yes".

T: "Yes the spider does still have 8 legs, you just can't see all of them.

Introduction to New Material (Direct Instruction): (15 minutes)

• Set up 8 counters in a row on the board. Cover 2 of the counters with a sheet of paper.

T: "I put 8 counters on the board. How many counters can you see? Count with me."

S: will count with the teacher, 1,2,3,4,5,6.

T: "How many counters are missing? Raise your hand."

S: will respond, "2"

•Move the paper away to show that 2 counters were covered.

T: "How many counters did we start with?"

S: will say "8".

T: "Is 8 a part or the whole?"

S: will say "the whole".

•Explain to the children that the missing part can never be greater than the whole.

T: "What is the greatest number of counters that could be covered?"

S: will say "8".

T: "If all 8 counters were covered, how many counters would be in the part you know?"

S: will say "0".

T: "How many counters could we see?"

S: will say "6".

T: "What do you need to find?"

S: will say "the missing part."
T: "Which part is the missing part?"
S: will say "the part that is covered."
T: "How many counters are in the part you know? Show with your fingers."
S: will say "6".
T: "How many counters are in the missing part? Tell your neighbor."
S: will turn to their neighbor and say "2".
T: "To check out answer, let's write the addition sentence. 6 + ____ = 8, the missing number is 2, so 6 + 2 = 8. We were right!"

Guided Practice: (15 minutes)
Use the modeling cycle:
Teacher Does:
T: "Now I need you to work in pairs. Each pair will be given 8 counters and a sheet of paper. You will place the counters on your table/desk. One of you will close your eyes and the other will cover part of the 8 counters. Then the first student will find the missing part. Please use the white board if you need to. You can move the paper away to check your work. Then you will switch responsibilities."

1 Student Does with Teacher:
T: "I need a helper. Raise your hand if you want to help."
S: *will raise their hands.*
T: "We will put the counters on our table. You need to close your eyes while I cover a part of the 8 counters."
• Teacher will cover a part of the counters.
T: "Open your eyes. How many counters are missing?"
S: *will respond with the number of counters that are missing.*
T: "What is the addition sentence?"
S: *will say, "___ + ___ = 8."*
T: "Good job. ___ + ___ = 8. Please sit down."

2 Students Do:
T: "I need two more students. Raise your hand."
• Teacher will choose two students.
T: "I need you two to demonstrate the activity."
S: *will demonstrate the activity.*
T: "Good job. Don't forget to say the addition sentence from the activity. ___ +____ = 8.
S: *will say, "____ + ____ = 8* (using the numbers from the activity)

All Students Do:
T: "Now it is your turn. I am going to separate you into pairs."
• Separate the students.
T: "You need to collect your materials and get started. You will have 5 minutes to do this 6 times, 3 times each."
• Bring the students back together.

Independent Practice: (minutes)
• Pass out guided practice pages 46 and 47.
T: "Let's do number #1 together.   What do you see in the picture?"
S: will say "3 counters and some counters that are covered up."
T: "What do you need to find?"
S: will say "the missing part."
T: "How many counters do we have in all?"
S: will say "8".
T: "How many counters can we see?"
S: will say "3".
T: "What is the missing part?"
S: will say "5".
T: "What do we write down on the line as the missing part on question #1?"
S: will say "5".
•Remind the students that adding the missing part to the known part will equal the whole.

<u>1 Student Does with Teacher:</u>

T: "I need 1 student to come up and help me. Raise your hand if you want to volunteer to help me."

• Teacher will choose 1 student.

T: "Let's do number #2 together. How many counters do we have in all?"

S: will say "8".

T: "What is the part we know?"

S: will say "4".

T: "There are 8 counters in all. We can see 4 of the counters. What is the missing part?" (Let the students answer.)

S: will say "4".

T: "Let's write down a number 4 on the line as the missing part for question #2."

<u>2 Students Do:</u>

T: "I need 2 students to help me."

• Teacher will choose 2 students.

T: "Please do problem #3. Student #1, how many counters do we have in all?"

S: *will answer, "8 in all."*

T: "Student #2, what is the part that we already know?"

S: *will answer, "6".*

T: "What is the missing part."

S: "The missing part is 2."

T: "Write 2 on the line as the missing part for question #3.

T: "Now it is your turn to do it on your own. Finish problems #4,5, 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 47. 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 on the problem-solving page together.

Closing: (3 minutes)

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

• Pass out white boards, markers, and erasers.

T: "Great job today! Let's look at question #8. I am going to read the question to you and I need you to help me draw it. There are 8 counters in all. Who will come up and draw 8 bones on my board?"

S: will draw 8 counters.

T: "What do the 8 counters show?"

S: will say "the whole."

T: "We see 1 counter. So, the part we know is 1. Who can come up and circle 1 counter?"

S: circle 1 of the 8 counters that have been drawn**.**

T: "Let's figure out the missing part. How many bones have not been circled?"

S: will say "7".

T: "What is the missing part?"

S: will say "7".

Assessment:
Guided Practice