

Grade 1	Lesson: 2-3 Finding Missing Parts of 9	Reference to English
Math Standard(s): 1.OA.4 & 1.OA.6		Domain: Operations and Algebraic Thinking
Content Objective(s):		Language Objective(s):
Students will use subtraction to find the missing part of 9 when one part is known. <i>I can solve subtraction problems by finding the missing part.</i>		Students will speak the words missing part. <i>I can speak the words missing part.</i>
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: 9 Read: 9 Write: Speak: 9
Materials: <ul style="list-style-type: none"> Number Cards 0-9 Two-color counters Guided Practice page 50-51 Problem Solving page 52 		Additional Lesson Vocabulary: missing part, whole, numbers 1-8, lowest, highest
Lesson: Finding Missing Parts of 9		Instructional Time: 40 minutes
<p>Opening: (2 minutes)</p> <p>T: “You have learned how to find missing parts of 6, 7, and 8. Today, you will learn how to find missing parts of 9.”</p> <ul style="list-style-type: none"> Hold up 5 fingers on one hand and 4 fingers on the other hand. <p>T: “How many fingers are there in all? Count with me, 1,2,3,4,5,6,7,8,9.”</p> <p>S: will say “9”.</p> <p>T: “You can see 2 parts.”</p> <ul style="list-style-type: none"> Hide the hand showing 4 fingers. <p>T: “Now one part is missing. How many fingers are in the missing part?”</p> <p>S: will say “4”.</p> <ul style="list-style-type: none"> Bring back your hand to show 9 fingers again. <p>T: “How many fingers are there in all?”</p> <p>S: will say “9”.</p> <ul style="list-style-type: none"> Hide the hand showing 5 fingers. <p>T: “Now one part is missing. How many fingers are in the missing part?”</p> <p>S: will say “5”.</p> <ul style="list-style-type: none"> Bring back your hand to show 9 fingers again. <p>T: “How many fingers are there in all?”</p> <p>S: will say “9”.</p> <p>Introduction to New Material (Direct Instruction): (10 minutes)</p> <p>T: “Let me read you a story. Beth has 9 dogs. She can see the dogs that are playing in the yard.”</p> <ul style="list-style-type: none"> Draw a doghouse on the whiteboard. <p>T: “How many dogs does Beth have altogether? Tell your neighbor.”</p> <p>S: will tell their neighbor, “9”.</p> <p>T: “What does the number 9 show?”</p> <p>S: will say “the number of dogs altogether” or “the whole.”</p> <p>T: “Beth sees 4 dogs playing in the yard.”</p> <ul style="list-style-type: none"> Draw 4 dogs on the whiteboard. Have children discuss ways to find out how many dogs are in the doghouse. <p>T: “You can use the whole and the part to know how to find the number of dogs inside the doghouse. How many dogs are in the yard? How with your fingers.”</p> <p>S: will show “4”.</p> <p>T: “How many more dogs do we need to make 9? Tell your neighbor.”</p> <p>S: will tell their neighbor, “5”.</p> <ul style="list-style-type: none"> Draw 5 dogs inside the doghouse drawn on the whiteboard. <p>T: “What is the missing part?”</p> <p>S: will say “5”.</p> <p>T: “Let’s count how many dogs Beth has?”</p> <ul style="list-style-type: none"> Point to the dogs you have drawn on the board as the students count out loud. <p>S: will say “1, 2, 3, 4, 5, 6, 7, 8, 9.”</p>		

T: "How many dogs does Beth have altogether?"

S: will say "9".

Guided Practice: (7 minutes)

Use the modeling cycle:

Teacher Does:

T: "You are going to work with a partner to practice finding the missing parts of 9. These are number cards. Each number card has a number on it. The lowest card is 0. The highest card is 9. You will also need two-color counters for this activity."

1 Student Does with Teacher:

T: "I need a helper."

- Teacher will choose a student to help demonstrate the activity.
- Set down a pile of number cards face down. Get 9 two-color counters.

T: "There are always going to be 9 dogs altogether in the yard."

- Write a large number 9 on the whiteboard.

T: "The number cards are going to tell me how many dogs I can see in the yard. So, the number card tells me the part I know."

- Write the addition sentence on the board. Write part I know under one blank and whole under the last blank.

T: "Then I need to find the number of dogs that are inside the doghouse."

- Write the words "missing part" on the whiteboard under the second blank.

T: "How many do I have altogether in the yard?"

S: will say "9".

T: "I will write 9 on the last blank. Will you please pick the top card and say the number?"

S: *will pick the top card and will say the number chosen.*

T: "Let's fill in the first blank because that is the part we know."

- Draw that many dogs on whiteboard.
- Write the number ____ on the line above the words "part I know".

T: "I can use the whole and the part I know to find the number of dogs inside the doghouse. How many dogs are in the yard?"

S: will say the answer (the missing part).

- Write the number on the line above the words "missing part".

T: "Say the addition sentence with me. ____ + ____ = 9."

S: *will say, " ____ + ____ = 9"*

T: "Then it will be my turn to pick a card and fill in the addition sentence. Don't forget to say ____ + ____ = 9. Thank you for your help. Please sit down."

2 Students Do:

T: "I need 2 students to help me. Raise your hand if you want to help me."

- Teacher will choose 2 students.

T: "You two are going to demonstrate this activity for us. How many dogs do we have altogether in the yard?"

S: will say "9".

T: "Student #1 draw a number card and tell the number of dogs we can see (part we know). Student #2 tell us how many dogs are in the doghouse (the missing part)."

S #1: will say the answer the number on the number card.

S #2: will say the answer (the missing part).

T: "Thank you for helping. You two may go back to your seats. Now you all know how to do the activity. I am going to separate you into pairs. When I say your name, come and get 1 set of number cards and 9 two-color counters. You will have 5 minutes to do this activity with your partner. When I clap my hands I want your attention on me."

- As the teacher calls on the students they will come up and get their number cards and two-color counters.

- Teacher will walk around the classroom as the students do the activity and make sure they are on task.

T: (Clap to get their attention.) "You have 10 seconds to put your supplies away and sit at the carpet. 10,9,8,7,6,5,4,3,2,1. Good, you all made it."

All Students Do:

T: "Good, now I need you to do the same activity with your partner. After I separate you, you will collect the materials and begin the activity. You have 5 minutes for each of you to have 4 turns."

S: *will collect the materials and begin.*

- Bring the students back together after 5 minutes.
- The teacher already demonstrated the activity to the students.

- Have the phrases “part I know” and “missing part” written on the whiteboard.

T: “Now I am going to let you work with a partner to do the same activity.”

- Pass out the number cards and two-color counters.

Independent Practice: (10 minutes)

T: “Now it is your turn to do it on your own. Each of you will be given this worksheet. Let’s do the first problem together.”

- Pass out guided practice page 50-51.

T: “Look at the picture. How many red two-color counters do you see? Count together”

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

T: “Correct, there are 8 red two-color counters. We will trace the 8. Turn and tell your neighbor “the missing part” for question #1.”

S: will say “1”.

T: “The missing part is 1. Trace the 1. Now it your turn to do problems #2, 3, 4, 5, 6. You will have 5 minutes, when I clap my hands come back to the carpet.”

- Students will get to work finishing pages 50-51. 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 7, 8 and 9 on the problem solving page together.

Closing: (2 minutes)

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

T: “Great job today! Let’s look at question #4. How many two-color counters are there altogether?”

S: will say “9”.

T: “How many yellow two-color counters can we see?”

S: will say “2 counters”.

T: “What is the missing part?”

S: will say “7”.

Assessment:

Guided Practice