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| Grade 1 | Lesson: 2-7 Stories About Missing Parts | Reference to English |
| Math Standard(s): 1.OA.1 & 1.OA.4 & 1.OA.6 | | Domain: Operations and Algebraic Thinking |
| Content Objective(s): | | Language Objective(s): |
| Students will find the missing part when one part and the whole are given <i>I can tell and act out stories about missing parts.</i> | | Students will say the subtraction sentences using the information from stories about missing parts. <i>I can say subtraction sentences from information about stories.</i> |
| Essential Understanding: Finding a missing part of a whole is one interpretation of subtraction. Subtraction number sentences can be used to show missing part subtraction situations. | | Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame: _____ - _____ = _____ |
| Materials: <ul style="list-style-type: none"> Connecting cubes (9 per child) Opaque/clear container Whiteboards and dry erase markers Guided Practice page 66-67 Problem Solving page 68 | | Language and Word Wall: Missing part, minus, equal, numbers 1-10, find, pebbles, whole number, more |
| Lesson: Stories About Missing Parts | | Instructional Time: 35 minutes |
| <p>Opening: (2minutes) T: "You have learned how to write subtraction sentences to describe stories about taking away and comparing. Today, you will learn how to write a subtraction sentence to describe a story about finding a missing part." <ul style="list-style-type: none"> Put 8 connecting cubes in a clear container. T: "I have 8 cubes in all." <ul style="list-style-type: none"> Take out 3 cubes and hold them up. T: "This is the part you know. The missing part is in the container. How many cubes are the missing part? Show me with your hands." S: will show "5".</p> <p>Introduction to New Material (Direct Instruction): (5 minutes) <ul style="list-style-type: none"> Pass out 9 connecting cubes per child. Also, have students get whiteboards and a dry erase marker. T: "I will read you a story. Use your cubes to show the story. Liz found 5 pebbles today. How many pebbles did Liz find today?" S: will say, "5" T: "Now she has 7 pebbles. How many pebbles did Liz already have?" S: will set connecting cubes out in front of them. T: "How many pebbles does Liz have now? Tell your neighbor." S: will say to their neighbor, "7". T: "How many pebbles did Liz find today? Show me with your fingers." S: will show, 5 with their fingers. <ul style="list-style-type: none"> Have the students connect 5 cubes to show the number of pebbles Liz found today. Guide the students to connect more cubes to the 5 cubes to get 7, the total number of pebbles." T: "How many more cubes did you need to make 7? Tell your neighbor." S: will say to their neighbor, "2". T: "Show me with your fingers. You are right, you need 2 more cubes to make 7. Let's write the subtraction sentence together. I will write it on my board. You write it on your board. $7 - 5 = 2$. S: will write $7 - 5 = 2$. T: "Awesome, now please say the subtraction sentence to your neighbor." S: will say "$7 - 5 = 2$" to their neighbor. T: "Let's say it together, $7 - 5 = 2$</p> <p>Guided Practice: (15 minutes) <i>Use the modeling cycle:</i> Teacher Does: T: "Let's look at another story about missing parts. I have 8 red and blue pebbles. 5 of the pebbles are red. How many blue pebbles do I have?"</p> | | |

- Students get connecting cubes out.

T: "Tell you neighbor the whole number."

S: will say to their neighbor, "8".

T: "Which number is one part? Write it in the air."

S: will write "5" in the air.

- Have the students connect 5 cubes to show the number of red pebbles. Guide the students to connect more cubes to the 5 cubes to get 8, the total number of pebbles.

T: "We know the whole, we know there are 5 red pebbles, what is the missing part?"

S: will say "blue."

T: "How many more cubes did you need to make 8?"

S: will say "3".

- Guide the children to write $8 - 5 = 3$.

T: "How do you read the subtraction sentence?"

S: will say "8 minus 5 equals 3."

T: "How many blue pebbles do I have? Tell your neighbor."

S: will say to their neighbor, "3".

Student Does with Teacher:

T: "I need a student to help me."

- Pick a student to come up and demonstrate the activity with the teacher.

T: "I am going to tell you another story. Kate has 8 orange and pink pebbles. 2 of the pebbles are orange. How many pink pebbles does Kate have?"

- Give the volunteer 8 connecting cubes.

T: "I want you to model the missing parts story using the connecting cubes."

- The student volunteer will connect 2 cubes to show the number of orange pebbles. Guide the students to connect more cubes to the 6 cubes to get 8, the total number of pebbles.

T: "What is the missing part?"

S: will say "pink pebbles."

T: "How many more cubes did you need to make 8?"

S: will say "6".

T: "Let's write the subtraction sentence. $8 - 2 = 6$."

- Guide the children to write $8 - 2 = 6$.

T: "Read the subtraction sentence to your neighbor."

S: will say "8 minus 2 equals 6."

T: "How many pink pebbles does Kate have?"

S: will say "6".

T: "Great job!"

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 today. Student #1 will think of a missing part story and share it with their partner. Student #2 will model the story problem using the connecting cubes. Then the two of you will work together to create a subtraction sentence and write it on the whiteboard."

- Student #1 will tell a missing parts story.

- Student #2 will model the story using the connecting cubes.

- Then both students will write the subtraction sentence for this problem on the whiteboard.

T: "Then the two of you will switch."

All Students Do:

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 groups of two. When I say your name take your supplies and find a place to sit with your partner. You will have 5 minutes to do this activity with your partner. Make sure you are switching roles, so that you each have an opportunity to think of a missing parts story. When I clap my hands I want your attention on me."

- As the teacher calls on the students they find a place in the classroom to work with their partner.

- 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."

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 66-67.
- The teacher will read problem #1 on page 66 to the students.

T: "How many robots do Nick and Tomaz have together? Tell your neighbor."

S: will say to their neighbor, "9".

T: "Write the number 9 on the first line. How many robots does Nick have?"

S: will say "3".

T: "Write the number 3 on the line after the minus sign. How many robots does Tomaz have? Show me with your fingers."

S: will show "6".

T: "Write the number 6 after the equals sign. Now it is your turn to do problems #2, 3, 4, and 5. You will have 4 minutes, when I clap my hands come back to the carpet."

- Students will get to work finishing pages 66-67. 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 6, 7, and 8 on the problem solving page together.

Closing: (3 minutes)

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

T: "Great job today! Let's look at question #4.

- The teacher will read problem #4 on page 67 to the students.

T: "How many blocks does Jill want to walk her dog? Write it in the air."

S: will write "9" in the air.

T: "How many blocks has she already walked? Write it on the floor."

S: will write "5" on the floor.

T: "How many more blocks does Jill need to walk? Shout it out all together."

S: will say "4".

- If students are having a hard time with this problem, then have them use their cubes.

T: "Great job today!"

Assessment:

Guided Practice