

Grade 1	Lesson: 3–4 Finding Missing Parts of 10	Reference to English
Math Standard(s): Thinking	1.OA.4, 6, 8	Domain: Operations and Algebraic
Content Objective(s):	Language Objective(s):	
Students will use counters and a part-part-whole mat to find missing parts of 10. 我会找出10的未知数。	Students will answer questions appropriately. 我会说出问题正确的答案。	
Essential Understanding: A missing part of a whole can be found when the whole and the other part are known.	Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame:	
Materials: <ul style="list-style-type: none"> • Mini Ten-Frames (Teaching Tool 6, optional) • Counters • Cups • Student math workbook pages: 103–105 	Language and Word Wall:	
Lesson: Finding missing parts of 10		Instructional Time: 40 minutes

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Opening: (5 minutes) –

T: “你已经学会怎么用十方格显示10的部分。今天你会学会怎么用10的部分来找出未知数。”

T: “现在我要问你们一个问题。如果你有一盒上面写10支蜡笔的盒子，但是里面没有10支，你要怎么找出有几支不见了？”

- Students raise their hands and give their thoughts.
- Example answer: I can count the crayons in the box. That is one part of 10. Then I think of the number that is the other part of 10.

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

- Ask students to listen to the math story problem you are going to tell them. Draw it on the board if you need to.

T: “我们来看这个题目。Tracy在海边收集了10个贝壳。一只螃蟹爬来然后把她一部分的贝壳盖住了。Tracy现在只看得到8个贝壳。螃蟹把几个贝壳盖起来了？”

- Encourage children to use counters to find the missing part. They can use ten-frames to help them if necessary.
- Students say the answer: 2

T: “你怎么知道是2? 你怎么找出10的未知数?”

- Students raise their hands and explain their answers to you.

T: “很好，现在请看我怎么做。”

- Use page 103 of the student math workbook and project it onto the board. If you don't have a projector, draw it on the board.
- Take ten counters. In the large empty space at the top, place some (8) toward the left side of the box, and some (2) to the right side of the box. When you're done, take a cup and put it over one side of the box to hide the counters there.

T: “现在我有些标记物看不到因为它们它们在杯子下。但是没有关系，因为还有一部分不在杯子下。我要把我知道的画出来。”

- Draw the 8 counters you know in one part of the part-part-whole model of number 1 of page 103.

T: “虽然我看不到一部分因为在杯子下，但是我看到8个。所以我把8个红色标记物放在十方格里然后看看还有几个空格。我看到1, 2, 3, 4, 5, 6, 7, 8但是看不到9和10。所以杯子下一定有两个标记物。”

- Draw two counters in the other part of the part-part-whole model of number 1. Then lift the cup up to show the class the counters underneath.

T: “很好，我们再做一题。”

- Remove the cup and counters from page 103. In the large empty space at the top, place 4 this time toward the left side of the box, and 6 on the other side. Cover this six with a cup and do the same activity with the students.

Guided Practice: (5 minutes)

Put page 104 on the overhead.

Use the modeling cycle:

1. Teacher Does:

T: “我们来看第一题。我看到部分 - 部分 - 全部的题目。我来数一部分：1, 2, 3, 4, 5, 6, 7, 8, 9。现在我来找出我看不到的部分。”

- On your ten-frame, put 9 red counters on the ten frame.

T: “我知道在第1题里你看得到9个红色的圆圈，所以我会把9个红色的标记物放在十方格里。现在我需要找出全部(10)的未知部分。我可以数还有几个空格来找出答案。只剩下1个空格，所以未知部分是一。”

- Go back to page 104 and draw the missing part. Write 9 for the part you know, and 1 for the missing part.

T: “我知道一部分有9个然后十方格有1个格子是空的。所以我会写下9再写下1因为9和1等于10。”

2. Students Do with Teacher:

T: “现在我们一起来做。我们做第104页的第2题。”

T: “我看到5个标记物。所以我会把5个红色的标记物放在十方格里。”

- Students each put 5 counters on the ten-frame.

T: “现在我需要数数看十方格里有几格是空的。跟我一起数，1, 2, 3, 4, 5。有5个格子是空的。”

- Students count the empty spaces aloud with you.

T: “因为有5个空的格子，所以未知的部分是5。我们画5个圆圈，因为5和5等于10。”

- Students draw 5 circles for number 2 on page 104 of their math workbooks.

T: “现在我们可以写下我们知道的部分：5也可以写下去知的部分：5。”

Assessment:

Problems 5–8 of page 105 of their workbook.

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