

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. 我可以找出未知的部分来解答减法问题。	Students will speak the words: whole and missing part correctly. 我可以正确的说出：全部和未知的部分。	
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: 未知的部分, 1, 2, 3, 4, 5, 6, 7, 8 Read: 1, 2, 3, 4, 5, 6, 7, 8 Write: Speak: 未知的部分, 部分, 全部, 1, 2, 3, 4, 5, 6, 7, 8 Sentence Frame:	
Materials: <ul style="list-style-type: none"> • Two-color counters • Dark-colored paper • Whiteboards and markers • Guided Practice page 46-47 • Problem Solving page 48 • A paper leaf 	Additional Lesson Vocabulary: 蜘蛛, 最大的, 标记物	
Lesson: Finding Missing Parts of 8	Instructional Time: 45 minutes	

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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 $4 + \underline{\quad} = 6$ 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. $6 + \underline{\quad} = 8$, 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?"

Assessment:

Guided Practice

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