

Grade 1	Lesson: 2-3 Finding Missing Parts of 9	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 use subtraction to find the missing part of 9 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 missing part. 我可以说出未知的部分。
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: 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: 未知的部分，全部，数字 1-8，最低，最高
Lesson: Finding Missing Parts of 9		Instructional Time: 40 minutes

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Opening: (2 minutes)

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."

- Hold up 5 fingers on one hand and 4 fingers on the other hand.

T: "How many fingers are there in all? Count with me, 1,2,3,4,5,6,7,8,9."

S: will say "9".

T: "You can see 2 parts."

- Hide the hand showing 4 fingers.

T: "Now one part is missing. How many fingers are in the missing part?"

S: will say "4".

- Bring back your hand to show 9 fingers again.

T: "How many fingers are there in all?"

S: will say "9".

- Hide the hand showing 5 fingers.

T: "Now one part is missing. How many fingers are in the missing part?"

S: will say "5".

- Bring back your hand to show 9 fingers again.

T: "How many fingers are there in all?"

S: will say "9".

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

T: "Let me read you a story. Beth has 9 dogs. She can see the dogs that are playing in the yard."

- Draw a doghouse on the whiteboard.

T: "How many dogs does Beth have altogether? Tell your neighbor."

S: will tell their neighbor, "9".

T: "What does the number 9 show?"

S: will say "the number of dogs altogether" or "the whole."

T: "Beth sees 4 dogs playing in the yard."

- Draw 4 dogs on the whiteboard. Have children discuss ways to find out how many dogs are in the doghouse.

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."

S: will show "4".

T: "How many more dogs do we need to make 9? Tell your neighbor."

S: will tell their neighbor, "5".

- Draw 5 dogs inside the doghouse drawn on the whiteboard.

T: "What is the missing part?"

S: will say "5".

T: "Let's count how many dogs Beth has?"

- Point to the dogs you have drawn on the board as the students count out loud.

S: will say "1, 2, 3, 4, 5, 6, 7, 8, 9."

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

Assessment:

Guided Practice

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