

<b>Grade 1</b>	<b>Lesson: 2-7 Stories About Missing Parts</b>	Reference to English
<b>Math Standard(s): 1.OA.1 &amp; 1.OA.4 &amp; 1.OA.6</b>		<b>Domain: Operations and Algebraic Thinking</b>
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
Students will find the missing part when one part and the whole are given 我可以说和比出未知部分的故事。		Students will say the subtraction sentences using the information from stories about missing parts. 我可以用故事里的资料来说出减法算式。
<b>Essential Understanding:</b> Finding a missing part of a whole is one interpretation of subtraction. Subtraction number sentences can be used to show missing part subtraction situations.		<b>Academic Vocabulary:</b> <b>Listen:</b> <b>Read:</b> <b>Write:</b> <b>Speak:</b> <b>Sentence Frame:</b> ____ - ____ = ____
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Connecting cubes (9 per child)</li> <li>• Opaque/clear container</li> <li>• Whiteboards and dry erase markers</li> <li>• Guided Practice page 66-67</li> <li>• Problem Solving page 68</li> </ul>		<b>Language and Word Wall:</b> 未知部分 / 未知数, 减, 等于, 数字 1-10, 找出, 小石头, 整数, 多
<b>Lesson: Stories About Missing Parts</b>		<b>Instructional Time: 35 minutes</b>

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### 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."

- Put 8 connecting cubes in a clear container.

T: "I have 8 cubes in all."

- 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".

### Introduction to New Material (Direct Instruction): (5 minutes)

- 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.

- 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,  $7 - 5 = 2$ "

### Guided Practice: (15 minutes)

Use the modeling cycle:

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?"

- 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."

Assessment:

Guided Practice

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