

<b>Grade 1</b>	<b>Lesson: 2-1</b> <b>Finding Missing Parts of 6 and 7</b>	Reference to English
<b>Math Standard(s): 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 solve problems by finding the missing parts of 6 and 7. 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。
<b>Essential Understanding:</b> A missing part of a whole can be found when the whole and other part are known.		<b>Academic Vocabulary for Word Wall:</b> <b>Listen:</b> 未知的部分, 1, 2, 3, 4, 5, 6, 7 <b>Read:</b> 1, 2, 3, 4, 5, 6, 7 <b>Write:</b> <b>Speak:</b> 未知的部分, 1, 2, 3, 4, 5, 6, 7 <b>Sentence Frames:</b>
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Two-color counters</li> <li>• Small cup</li> <li>• 6 pennies</li> <li>• Whiteboards and markers</li> <li>• Guided Practice page 42-43</li> <li>• Problem Solving page 44</li> </ul>		<b>Additional Lesson Vocabulary:</b> 骨头, 碗, 一美分, 存钱桶, 标记物
<b>Lesson: Finding Missing Parts of 6 and 7</b>		<b>Instructional Time: 45 minutes</b>

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### Opening: (5 minutes)

T: “你已经学会怎么找出总和是6和7的算式。今天你会学习怎么找出总和是6和7加法算式的未知数。”

•Draw a piggy bank on the board and have change (pennies) available to explain a piggy bank.

T: “这是一个钱桶。你会放钱在里面。”

•Hold up 6 pennies and count them.

T: “钱桶里有一美分。跟我一起数这些一美分。”

S: will count with the teacher “1, 2, 3, 4, 5, 6.”

T: “你存了6个一美分。有些一美分在钱桶里(demonstrate pennies in the piggy bank)也有些在你手上。你只看到你手上的一美分，但是你知道一共有6个一美分。”

•Set down the 6 pennies. Then draw four pennies (each penny is drawn as a circle with 1¢ written inside it) on the board. Do not draw these pennies inside the piggy bank. Draw a question mark (?) inside the piggy bank.

T: “你一共有6个一美分。你手上有4个一美分 (point at the pennies in your hand or the picture you drew on the board)。未知的部分是什么？”

S: will say “2”.

T: “没错，钱桶外面有4个一美分，里面有2个一美分。我们一共有6个一美分。”

•Erase the question mark drawn inside the piggy bank. Draw 2 pennies (each penny is drawn as a circle with 1¢ written inside it) inside the piggy bank.

T: “钱桶里面的2个一美分是未知数。跟我一起数未知数。”

•Point to each penny as the students count.

S: will say 1, 2.

T: “你一共有几个一美分？”

S: will say “6”.

T: “未知数是什么？” (refer back to the 2 pennies you just drew on the piggy bank)

S: will say “2”.

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

•Draw a question mark on a cup and place 1 counter inside it without showing the class. Place the cup on a table in the front of the room with 5 counters next to the cup.

T: “我一共有6个标记物。(write it on the board) 你看到一部分，另外一部分在杯子里。你在桌子上看到几个标记物？用手指比给我看。” (Demonstrate how to show the amount with fingers)

S: will show with their fingers how many counters are on the table, “5”

T: “很好，有1, 2, 3, 4, 5个标记物在桌上，然后我们知道一共有6个标记物。”

•Use the counters to show children’s ideas.

•Remind children about the part-part-whole relationship. Have children recognize that they know the whole and one part and must find the missing part.

T: “跟你的同学一起找出杯子里有几个标记物。”

S: will work with a partner to find out how many counters are inside the cup.

T: “我们有5个标记物加\_\_\_\_\_一共等于6。未知数是什么？大家一起说。”

S: will say “1”

T: “对， $5 + 1 = 6$ 。(write the equation on the board) **1 is the missing number.**”

•Suggest that children draw a picture on their white boards or use counters to help them find the missing part. After the class has had time to work on the problem, have them discuss the methods they used to find the missing part.

### Guided Practice: (15 minutes)

Use the modeling cycle:

Teacher Does:

•Pass out guided practice pages 42 and 43.

T: “把名字写在第42页。我们一起做第1题。你在图案里看到什么？”

S: will say “5 bones” or “bowl”

T: “我们需要找出未知数。”

T: “一共有6个骨头。你知道哪个部分？”

S: will say “5”.

Assessment:

Guided Practice

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