

<b>Grade 1</b>	<b>Lesson: 2-2 Finding Missing Parts of 8</b>	<b>Reference to English</b>
<b>Math Standard(s): 1.0A.4 &amp; 1.0A.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 of 8 when one part is known. <b>我可以找出未知的部分来解答减法问题。</b>		Students will speak the words: whole and missing part correctly. <b>我可以正确的说出：全部和未知的部分。</b>
<b>Essential Understanding:</b> A missing part of a whole can be found when the whole and the 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, 8 <b>Read:</b> 1, 2, 3, 4, 5, 6, 7, 8 <b>Write:</b> <b>Speak:</b> 未知的部分, 部分, 全部, 1, 2, 3, 4, 5, 6, 7, 8 <b>Sentence Frame:</b>
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Two-color counters</li> <li>• Dark-colored paper</li> <li>• Whiteboards and markers</li> <li>• Guided Practice page 46-47</li> <li>• Problem Solving page 48</li> <li>• A paper leaf</li> </ul>		<b>Additional Lesson Vocabulary:</b> 蜘蛛, 最大的, 标记物
<b>Lesson: Finding Missing Parts of 8</b>		<b>Instructional Time: 45 minutes</b>

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### Opening: (2 minutes)

T: “你已经学会怎么找出6和7的未知数。我们一起做一题。”

- Draw 4 circles on the board that the students can see. Have two hidden behind a piece of paper.

T: “白板上有4个圆圈。纸后面有更多圆圈。一共有6个圆圈。(write  $4 + \underline{\quad} = 6$  on the board). 你看不到几个圆圈? 用手指比给我看。”

S: will show 2 with their fingers.

T: “没错，有2个圆圈是看不到的。填空， $4 + 2 = 6$ 。”

T: “今天你们会学会怎么找出8的未知部分。一只蜘蛛有几只脚?”

- Draw a spider on the board and count the legs as you draw it.

S: will say “8”.

T: “你在树上看到一只蜘蛛。一共树叶盖住它的几只脚，所以你只看到5只脚。蜘蛛还有8只脚吗?”

- Use the drawing and leaf give the students a visual.

S: will say “yes”.

T: “对，蜘蛛还有8只脚，你只是看不到而已。”

### 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: “我把8个标记物放在白板上。你懂几个标记物? 跟我一起数。”

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

T: “有几个是你看不到的? 请举手。”

S: will respond, “2”

- Move the paper away to show that 2 counters were covered.

T: “我们一开始有几个标记物?”

S: will say “8”.

T: “8是一部分还是全部?”

S: will say “the whole”.

- Explain to the children that the missing part can never be greater than the whole.

T: “你最多可以盖住几个标记物?”

S: will say “8”.

T: “如果8个标记物被盖着，你看得到的部分有几个?”

S: will say “0”.

T: “你看得见几个标记物?”

S: will say “6”.

T: “你需要找出什么?”

S: will say “the missing part.”

T: “未知数是哪个部分?”

S: will say “the part that is covered.”

T: “你知道的部分有几个标记物? 用手指比出来。”

S: will say “6”.

T: “未知部分有几个标记物? 告诉你旁边的同学。”

S: will turn to their neighbor and say “2”.

T: “为了检查答案，我们来写出一个加法算式。 $6 + \underline{\quad} = 8$ ，未知数是2，所以  $6 + 2 = 8$ 。我们做对了。”

### Guided Practice: (15 minutes)

Use the modeling cycle:

Teacher Does:

T: “现在你们两个两个一起做。每组会拿到8个标记物和一张纸。你要把标记物放在桌子上。一个人会闭上眼睛然后另外一个用纸盖住8个标记物的一部分。第一个学生需要找出未知的部分。如果需要可以用白板。把纸拿掉来检查你的答案。请轮流做活动。”

1 Student Does with Teacher:

T: “我需要帮手。如果你想帮我，请举手。”

S: will raise their hands.

T: “我们会把标记物放在桌上。把眼睛闭上，然后我会把8个标记物的一部分盖住。”

- Teacher will cover a part of the counters.

T: “睁开眼睛，有几个标记物是你看不到的?”

S: will respond with the number of counters that are missing.

T: “这个的加法算式是什么?”

S: will say, “ $\underline{\quad} + \underline{\quad} = 8$ .”

T: “很好。请继续。”

Assessment:

Guided Practice

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