

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

REVIEW – NOT FOR PUBLICATION
PROPERTY OF USDE

Opening: (2 minutes)

T: “你已经学会怎么找出6, 7 和8 的未知部分。今天你会学习怎么找出9的未知数。”

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

T: “一共有几只手指? 跟我一起数 1, 2, 3, 4, 5, 6, 7, 8, 9。”

S: will say “9”.

T: “你可以看到2个部分。”

• Hide the hand showing 4 fingers.

T: “现在一个部分不见了。有几个手指不见了?”

S: will say “4”.

• Bring back your hand to show 9 fingers again.

T: “一共有几只手指?”

S: will say “9”.

• Hide the hand showing 5 fingers.

T: “现在一个部分不见了。有几个手指不见了?”

S: will say “5”.

• Bring back your hand to show 9 fingers again.

T: “一共有几只手指?”

S: will say “9”.

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

T: “我来念个故事给你们听。Beth有9只狗。她看得到院子里在玩的狗。”

• Draw a doghouse on the whiteboard.

T: “Beth一共有几只狗? 告诉你旁边的同学。”

S: will tell their neighbor, “9”.

T: “9代表什么?”

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

T: “Beth看得到4只狗在院子里。”

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

T: “你可以用全部和部分来找出狗窝里有几只狗。院子里有几只狗? 用手指比出来。”

S: will show “4”.

T: “你还需要几只狗使你一共有9只? 告诉你旁边的同学。”

S: will tell their neighbor, “5”.

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

T: “未知的部分是什么?”

S: will say “5”.

T: “我们来数一数Beth有几只狗。”

• 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: “Beth一共有几只狗?”

S: will say “9”.

Guided Practice: (7 minutes)

Use the modeling cycle:

Teacher Does:

T: “你会跟一个同学一起找出9的未知部分。这些是数字卡。每张数字卡上有个数字。最小的是0。最大的是9。你也需要两个颜色的标记物来做这个活动。”

1 Student Does with Teacher:

T: “我需要一个帮手。”

• 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: “院子里一共有9只狗。”

• Write a large number 9 on the whiteboard.

T: “这些数字卡代表我在院子里看到几只狗。所以，数字卡告诉我一部分是什么。”

• Write the addition sentence on the board. Write part I know under one blank and whole under the last blank.

T: “然后我需要找出狗窝里有几只狗。”

• Write the words “missing part” on the whiteboard under the second blank.

Assessment:

Guided Practice

REVIEW – NOT FOR PUBLICATION
PROPERTY OF USOE