

Grade 1	Lesson: 2-7 Stories About Missing Parts	Reference to English
Math Standard(s): 1.OA.1 & 1.OA.4 & 1.OA.6		Domain: Operations and Algebraic Thinking
Content Objective(s):		Language Objective(s):
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。
Essential Understanding: Finding a missing part of a whole is one interpretation of subtraction. Subtraction number sentences can be used to show missing part subtraction situations.		Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame: ____ - ____ = ____
Materials: <ul style="list-style-type: none"> • Connecting cubes (9 per child) • Opaque/clear container • Whiteboards and dry erase markers • Guided Practice page 66-67 • Problem Solving page 68 		Language and Word Wall: 未知部分 / 未知数, 减, 等于, 数字 1-10, 找出, 小石头, 整数, 多
Lesson: Stories About Missing Parts		Instructional Time: 35 minutes

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Opening: (2minutes)

T: “你已经学会怎么用减法算式来捷达减法问题和比较的问题。今天你会学会怎么用减法算式来找出未知的部分。”

• Put 8 connecting cubes in a clear container.

T: “我一共有8个方块。”

• Take out 3 cubes and hold them up.

T: “这是我们知道的部分。未知的部分在这个盒子里。有几个方块是我们不知道的部分？用手指比给我看。”

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: “我会念个故事给你听。用方块来表示这个故事。Liz找到5个小石子。Liz今天找到几个小石子？”

S: will say, “5”

T: “现在她有7个小石子。Liz原本有几个小石子？”

S: will set connecting cubes out in front of them.

T: “Liz现在有几个小石子？告诉你旁边的同学。”

S: will say to their neighbor, “7”.

T: “Liz今天找到几个小石子？用手指比给我看。”

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: “你还需要几个方块才会一共有7个？告诉你旁边的同学。”

S: will say to their neighbor, “2”.

T: “用手指比给我看。没错，你还需要2个方块才会有7个。我们一起来写一个减法算式。我会把它写在白板上，你们也写在你们的白板上。 $7 - 5 = 2$ 。”

S: will write $7 - 5 = 2$.

T: “很好，现在把减法算式说出来给你旁边的同学听。”

S: will say “ $7 - 5 = 2$ ” to their neighbor.

T: “我们一起说， $7 - 5 = 2$ 。”

Guided Practice: (15 minutes)

Use the modeling cycle:

Teacher Does:

T: “我们再来做一个问题。我有8个红色和蓝色的小石子。5个小石子是红色的。我有几个蓝色的小石子？”

• Students get connecting cubes out.

T: “告诉你旁边的同学全部是什么。”

S: will say to their neighbor, “8”.

T: “哪个数字是一个部分？用手指画出来。”

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: “我们知道全部也知道有5个红色的小石子。未知的部分是什么？”

S: will say “blue.”

T: “你还需要几个方块才会有8个？”

S: will say “3”.

• Guide the children to write $8 - 5 = 3$.

T: “我们要怎么念出这个减法算式？”

S: will say “8 minus 5 equals 3.”

T: “我有几个蓝色的小石子？告诉你旁边的同学。”

S: will say to their neighbor, “3”.

Student Does with Teacher:

T: “我需要一名学生来帮我。”

• Pick a student to come up and demonstrate the activity with the teacher.

T: “我再告诉你另一个故事。Kate有8个橘色和粉红色的小石子。2个小石子是橘色的。Kate的几个小石子是粉红色的？”

• Give the volunteer 8 connecting cubes.

T: “我要你们用连接方块来代表这个故事。”

• The student volunteer will connect 2 cubes to show the number of orange pebbles. Guide the students to

Assessment:

Guided Practice

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