

Lesson 7: Resolvamos problemas-historia con ambos sumandos desconocidos

Standards Alignments

Addressing K.OA.A.1, K.OA.A.2, K.OA.A.3

Building Towards K.OA.A.3

Teacher-facing Learning Goals

- Solve Put Together/Take Apart, Both Addends Unknown story problems.

Student-facing Learning Goals

- Resolvamos problemas-historia.

Lesson Purpose

The purpose of this lesson is for students to solve Put Together/Take Apart, Both Addends Unknown story problems.

In the previous lesson, students represented a questionless Put Together/Take Apart, Both Addends Unknown story problem. In this lesson, students notice and discuss that Put Together/Take Apart, Both Addends Unknown story problems have more than 1 solution. In the second activity, students discuss how labels show the solution to the story problem.

In a previous section, students used expressions to represent compositions and decompositions of numbers. Beginning in the second activity and throughout the rest of the section, students write an expression to record the solution or solutions they find for the story problem.

Throughout this section, the teacher records student responses with equations. Equations are read aloud to students as “10 is 5 plus 5.” Students will be asked to interpret and work with equations in the next section.

Access for:

Students with Disabilities

- Action and Expression (Activity 1)

English Learners

- MLR8 (Activity 2)

Instructional Routines

Which One Doesn't Belong? (Warm-up)

Materials to Gather

- Connecting cubes or two-color counters: Activity 1, Activity 2, Activity 3
- Materials from previous centers: Activity 3

Materials to Copy

- Math Stories Stage 3 Pictures, Spanish (groups of 8): Activity 3
- Math Stories Stage 3 Recording Sheet, Spanish (groups of 1): Activity 3

Lesson Timeline

Warm-up	10 min
Activity 1	10 min
Activity 2	10 min
Activity 3	25 min
Lesson Synthesis	5 min

Teacher Reflection Question

Reflect on who participated in math class today. What assumptions are you making about those who did not participate? How can you leverage each of your students' ideas to support them in being seen and heard in tomorrow's math class?

Cool-down (to be completed at the end of the lesson)

 0 min

Unidad 5, punto de chequeo de la sección B

Standards Alignments

Addressing K.OA.A.1, K.OA.A.2

Student-facing Task Statement

Lesson observations

Student Responses

- Accurately retell a story problem in their own words.
- Use objects or drawings to represent a story problem.
- Explain how objects or drawings represent a story problem.
- Use labels, colors, numbers, or other methods to represent the 2 groups in a story problem.