Lesson 3: Contemos para sumar y restar

Standards Alignments

Addressing	K.CC, K.CC.A.1, K.CC.A.2, K.CC.B.4.c, K.OA.A.2
Building Towards	1.OA.C.5

Teacher-facing Learning Goals

- Solve Add To, Result Unknown and Take From, Result Unknown story problems.
- Use knowledge of the count sequence to add and subtract one and determine one more and one less.

Student-facing Learning Goals

- Resolvamos problemas-historia.

Lesson Purpose

The purpose of this lesson is for students to use their knowledge of the count sequence to solve story problems involving adding or subtracting 1.

In previous units, students used objects and drawings to represent and solve Add To, Result Unknown and Take From, Result Unknown story problems. In this lesson, all of the story problems involve adding or subtracting one, which encourages students to use their knowledge of the count sequence to solve the story problems (MP7, MP8). Students may still choose to use objects or drawings to represent and solve story problems, which is great. In grade 1, students will build on this work as they relate counting to addition and subtraction.

If students need additional support with the concepts in this lesson, refer back to Unit 2, Section D and Unit 4, Section B in the curriculum materials.

Access for:

♿ Students with Disabilities

- Action and Expression (Activity 2)

🌐 English Learners

- MLR8 (Activity 1)

Instructional Routines

Choral Count (Warm-up)

Materials to Gather

- 10-frames: Activity 1, Activity 2
- Connecting cubes: Activity 1, Activity 2
- Materials from previous centers: Activity 3

Lesson Timeline

Warm-up	10 min
Activity 1	10 min
Activity 2	15 min
Activity 3	15 min
Lesson Synthesis	5 min
Cool-down	5 min

Teacher Reflection Question

In the next lesson, students will determine one more and one less than a given number with no story problem context. How does the work of this lesson prepare students for that work?

Cool-down (to be completed at the end of the lesson)   🕐   5 min

Bajar del bus

Standards Alignments

Addressing   K.CC, K.OA.A.2

Student-facing Task Statement

Había 9 estudiantes en el bus.

Después, un estudiante bajó del bus.

¿Cuantos estudiantes hay ahora en el bus?

Muestra cómo pensaste. Usa objetos, dibujos, números o palabras.

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Student Responses

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