

Lesson 2: Story Problems and Equations

Standards Alignments

Addressing 1.OA.A.1, 1.OA.C.6
Building Towards 1.OA.D.7, 1.OA.D.8

Teacher-facing Learning Goals

- Solve Add To and Take From, Result Unknown problems.
- Write addition or subtraction equations to represent a story problem and orally explain why it matches.

Student-facing Learning Goals

- Let's solve story problems and write equations.

Lesson Purpose

The purpose of this lesson is to solve Add To and Take From, Result Unknown story problems, write an addition or subtraction equation to represent each story problem, and orally explain how the equation represents the story problem.

The work of this lesson connects to the previous lesson in which students represented and solved Add To and Take From, Result Unknown problems in any way they chose and wrote expressions to represent the problems. In this lesson, students write equations to match story problems, drawing a box around the result. The first activity provides an opportunity for students to make sense of stories in which the addends and results are provided, and write an equation to match. Students consider how the actions in the story problem relate to the equations they wrote. In the second activity, students represent and solve story problems, writing equations to match. In the lesson synthesis, students are asked to relate an equation with an unknown to a story problem.

The problems in this lesson continue with the library context used in the previous lesson. Consider taking photographs of the school library or a library in your community to share with students.

Access for:

Students with Disabilities

- Representation (Activity 1)

English Learners

- MLR6 (Activity 2)

Instructional Routines

Number Talk (Warm-up)

Materials to Gather

- 10-frames: Activity 1, Activity 2
- Connecting cubes or two-color counters: Activity 1, Activity 2

Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	20 min
Lesson Synthesis	10 min
Cool-down	5 min

Teacher Reflection Question

As students worked in their partnerships and small groups today, whose ideas were heard, valued, and accepted? Is there a norm that could be added to encourage students to include all group members in discussions?

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

🕒 5 min

Books on the Shelf

Standards Alignments

Addressing 1.OA.A.1

Student-facing Task Statement

Mai put 5 books on the shelf.
Then Noah put 4 books on the shelf.
How many books are on the shelf now?
Show your thinking using drawings, numbers, or words.

Equation: _____

Student Responses

9. Sample response: 5, 6, 7, 8, 9

$$5 + 4 = \boxed{9}$$