Lesson 4: Change Unknown Story Problems

Standards Alignments

Addressing   1.OA.A.1, 1.OA.C.6

Teacher-facing Learning Goals

- Solve Add To and Take From, Change Unknown story problems in a way that makes sense to them.

Student-facing Learning Goals

Let's solve story problems.

Lesson Purpose

The purpose of this lesson is for students to solve Add To and Take From, Change Unknown story problems.

In a previous unit, students were introduced to Add To and Take From, Change Unknown story problems and solved these problems in any way that made sense to them. This lesson offers more practice making sense of and solving these types of problems. Students share different methods used and discuss how either addition or subtraction can be used to solve these problems. These discussions help students develop their understanding of how to make sense of and solve these problem types and reinforce their methods for adding and subtracting within 20.

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

Access for:

♿ Students with Disabilities

- Representation (Activity 1)

🌐 English Learners

- MLR8 (Activity 2)

Instructional Routines

How Many Do You See? (Warm-up)

Materials to Gather

- Connecting cubes in towers of 10 and singles: Activity 1, Activity 2

Lesson Timeline

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

Teacher Reflection Question

Think about times when students were able to make connections to and build on the ideas of their peers during discussions today. What norms or routines allowed students to engage with other students' ideas?

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

Clare Counts Sharks

Standards Alignments

Addressing   1.OA.A.1, 1.OA.C.6

Student-facing Task Statement

Clare counted 8 sharks swimming in a tank.
Then some more sharks swam by.
Clare counted 13 sharks all together.
How many more sharks swam by?
Show your thinking using drawings, numbers, or words.

Student Responses

5. Sample response: $8 + 2 + 3 = 13, 2 + 3 = 5$