

Lesson 19: Problemas-historia y ecuaciones

Standards Alignments

Addressing 1.NBT.A.1, 1.OA.A.1, 1.OA.B.4

Teacher-facing Learning Goals

- Solve a variety of story problem types.
- Write two different equations to match a story problem.

Student-facing Learning Goals

- Escribamos 2 ecuaciones que correspondan a cada problema-historia.

Lesson Purpose

The purpose of this lesson is for students to write two different equations to match a story problem.

Students are encouraged to write an equation with a symbol for the answer to the question, but they are not required to. Students may write a second equation using the relationship between addition and subtraction, the commutative property, or the meaning of the equal sign.

Access for:

Students with Disabilities

- Engagement (Activity 1)

English Learners

- MLR6 (Activity 1)

Instructional Routines

Choral Count (Warm-up)

Materials to Gather

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

Lesson Timeline

Warm-up	10 min
Activity 1	20 min
Activity 2	15 min

Teacher Reflection Question

How do you see your students demonstrating an understanding of the relationship between addition and subtraction? Are students working flexibly with addition and subtraction in order to find missing values?

Lesson Synthesis 10 min

Cool-down 5 min

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

🕒 5 min

Frijoles y piedras

Standards Alignments

Addressing 1.OA.A.1

Student-facing Task Statement

5 estudiantes juegan con frijoles.

8 estudiantes juegan con piedras pequeñas.

¿Cuántos estudiantes más juegan con piedras que con frijoles?

Muestra cómo pensaste. Usa dibujos, números o palabras.

Ecuación: _____

Ecuación: _____

Student Responses

Sample responses:

- $5 + \boxed{3} = 8$
- $5 + \boxed{} = 8$
- $8 - 5 = \boxed{3}$
- $8 - 5 = \boxed{}$