# Lesson 5: Put Together

## Standards Alignments

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|---|---|
| Addressing | K.OA.A.1, K.OA.A.2, K.OA.A.3 |
| Building Towards | K.OA.A.1, K.OA.A.2 |

## Teacher-facing Learning Goals

- Solve Put Together, Total Unknown story problems.

## Student-facing Learning Goals

- Let's show what happens in a story problem and solve it.

## Lesson Purpose

The purpose of this lesson is for students to solve Put Together, Total Unknown story problems.

In a previous unit, students solved Add To, Result Unknown and Take From, Result Unknown story problems. In Put Together, Total Unknown story problems, there are 2 groups of objects, rather than 1 group of objects with more added or taken away. Because there are 2 groups of objects (such as red apples and green apples), students may distinguish between the 2 groups in a variety of ways, such as:

- drawing pictures of the different groups
- separating the groups
- using 2 different colors
- using letters, words, or numbers as labels

Students may have used some of these representations in the previous unit. While it is not important for students to use any particular method, they should be able to communicate how their representation shows the story (MP6). The purpose of the lesson synthesis is for students to think about how to improve their representation.

### Access for:

#### Students with Disabilities

- Action and Expression (Activity 2)

#### English Learners

- MLR8 (Activity 1)

## Instructional Routines

Notice and Wonder (Warm-up)

### Materials to Gather

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

### Materials to Copy

- Make or Break Apart Numbers Stage 1 Dot Page (groups of 2): Activity 3
- Make or Break Apart Numbers Stage 1 Number Mat 4 - 9 (groups of 1): Activity 3
- Make or Break Apart Numbers Stage 1 Recording Sheet (groups of 1): Activity 3

### Lesson Timeline

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

### Teacher Reflection Question

In Unit 4, students solved Add To, Result Unknown and Take From, Result Unknown story problems. How did that work prepare students for the work in this lesson? How are Put Together, Total Unknown problems different from the story problems students have worked with?

## Cool-down (to be completed at the end of the lesson) 0 min

Unit 5, Section B Checkpoint

### 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 two groups in a story problem.