

## Lesson 6: Problemas-historia hasta 10

### Standards Alignments

Addressing 1.OA.A.1, 1.OA.C.5, 1.OA.C.6

Building Towards 1.OA.A.1

### Teacher-facing Learning Goals

- Solve Add To and Put Together story problems with unknowns in all positions.

### Student-facing Learning Goals

- Resolvamos problemas-historia.

### Lesson Purpose

The purpose of this lesson is to introduce students to a new type of story problem, Add To, Start Unknown.

In the previous unit, students made sense of and solved Add To, Result and Change Unknown; Take From, Result Unknown; Put Together, Addend or Result Unknown; and Compare, Difference Unknown story problems. They wrote equations with a box around the answer to the problem. In this lesson, students are introduced to Add To, Start Unknown story problems. Then, students make sense of a variety of types of story problems, solve the problems, and write equations to represent each (MP1). Students apply what they have learned about the structure of adding within 10 to solve these problems (MP7). When students connect the quantities in the story problem to an equation, they reason abstractly and quantitatively (MP2).

This lesson has a Student Section Summary.

### Access for:

#### Students with Disabilities

- Engagement (Activity 2)

#### English Learners

- MLR7 (Activity 1)

### Instructional Routines

5 Practices (Activity 1), Notice and Wonder (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

How effective were your questions in supporting students' thinking today? What did students say or do that showed they were effective?

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

 5 min

¿Cuántas fichas?

### Standards Alignments

Addressing 1.OA.A.1

### Student-facing Task Statement

Diego tenía algunas fichas en su vaso.  
Su profesor metió 4 fichas más en su vaso.  
Ahora Diego tiene 9 fichas en el vaso.  
¿Cuántas fichas tenía Diego antes de que su profesor le diera más fichas?  
Muestra cómo pensaste. Usa dibujos, números o palabras.

Ecuación: \_\_\_\_\_

### Student Responses

5. Sample response:

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

I started with 4 and counted on until I got to 9.

4...5, 6, 7, 8, 9