

Lesson 6: Story Problems within 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

- Let's solve story problems.

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

How Many Counters?

Standards Alignments

Addressing 1.OA.A.1

Student-facing Task Statement

Diego had some counters in his cup.

His teacher put 4 more counters in his cup.

Now he has 9 counters in the cup.

How many counters did Diego have before his teacher gave him more?

Show your thinking using drawings, numbers, or words.

Equation: _____

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