# Lesson 19: Situaciones y ecuaciones

### Standards Alignments

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| --- | --- |
| Addressing | 3.OA.D.8 |

### Teacher-facing Learning Goals

* Represent and solve two-step word problems using equations with a letter standing for the unknown quantity.

### Student-facing Learning Goals

* Representemos y resolvamos problemas.

### Lesson Purpose

The purpose of this lesson is for students to represent and solve two-step word problems.

In this lesson, students are able to apply what they have learned in this section to write equations that represent two-step word problems using a letter for the unknown quantity. They persevere to solve two-step word problems, and decide if their answer makes sense (MP1).

### Access for:

###  Students with Disabilities

* Engagement (Activity 2)

###  English Learners

* MLR5 (Activity 2)

### Instructional Routines

Notice and Wonder (Warm-up)

### Lesson Timeline

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

### Teacher Reflection Question

Who has been sharing their ideas in class lately? Make a note of students whose ideas have not been featured in class and look for an opportunity for them to share their thinking in tomorrow’s lesson.

## Cool-down

(to be completed at the end of the lesson) 5min

¿Cuántas chaquiras?

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### Student-facing Task Statement

Andre tiene 196 chaquiras. Él usa 48 chaquiras para hacer una manualidad. Luego, le da 30 chaquiras a una amiga. ¿Cuántas chaquiras le quedan a Andre?

1. Escribe una ecuación que corresponda a la situación. En la ecuación, usa una letra para representar la cantidad desconocida.
2. Resuelve el problema. Explica o muestra cómo razonaste.

### Student Responses

1. $196–48–30=b$
2. 118 beads. Sample response:
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