

# Lesson 19: Situaciones y ecuaciones

## Standards Alignments

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

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)

🕒 5 min

¿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:

