![](data:image/svg+xml;base64;base64,)

# Lesson 17: Usemos las cuatro operaciones para resolver problemas

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 3.NBT.A.3, 3.OA.B.5, 3.OA.D.8 |

### Teacher-facing Learning Goals

* Represent two-step word problems using equations with a letter standing for the unknown quantity.
* Solve two-step word problems using the four operations.

### Student-facing Learning Goals

* Usemos las cuatro operaciones para resolver problemas.

### Lesson Purpose

The purpose of this lesson is for students to solve two-step problems using all four operations.

Previously, students have solved two-step problems involving addition, subtraction, and multiplication. Here they consider what mathematical questions could be asked about a situation and then solve two-step problems that include division where the factors are limited to single-digit numbers. Parentheses are revisited as a tool students can use to specify which operation happens first in the equation so that it matches the situation they are representing.

This lesson has a Student Section Summary.

### Access for:

### Students with Disabilities

* Engagement (Activity 2)

### English Learners

* MLR5 (Activity 2)

### Instructional Routines

True or False (Warm-up)

### Materials to Gather

* Base-ten blocks: Activity 2

### Materials to Copy

* Centimeter Grid Paper - Standard (groups of 2): 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 has your students’ understanding of two-step word problems evolved from previous lessons? How have their experiences with multiplication and division in this unit influenced their problem solving strategies?

## Cool-down

(to be completed at the end of the lesson)

5min

Los globos de Andre

### Standards Alignments

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

### Student-facing Task Statement

Andre tenía 125 globos. Él y 4 amigos colgaron algunos de esos globos para una fiesta en la escuela y ahora quedan 80 globos. Si cada persona colgó el mismo número de globos, ¿cuántos globos colgó cada uno?

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

### Student Responses

1. 9 balloons. Sample response: I subtracted to see how many balloons Andre and his friends hung up and got 45. Then, I divided 45 by 5 to see how many balloons each person hung up and got 9.