# Lesson 6: Red and Yellow Apples

### Standards Alignments

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| --- | --- |
| Addressing | K.OA.A.1, K.OA.A.2 |
| Building Towards | K.OA.A.1, K.OA.A.2, K.OA.A.3 |

### Teacher-facing Learning Goals

* Make sense of Put Together/Take Apart, Both Addends Unknown story problems.

### Student-facing Learning Goals

* Let’s show what happens in a story.

### Lesson Purpose

The purpose of this lesson is for students to make sense of Put Together/Take Apart, Both Addends Unknown story problems.

In a previous section, students composed and decomposed numbers up to 9. In this lesson, students first act out a Put Together, Total Unknown story problem, which was introduced in the previous lesson. Then students are introduced to a questionless Put Together/Take Apart, Both Addends Unknown story problem. Red and yellow apples are used as a context so that students can easily represent the story problems with two-color counters (MP2). In the next lesson, students will solve a Put Together/Take Apart, Both Addends Unknown story problem.

### Access for:

###  Students with Disabilities

* Representation (Activity 1)

###  English Learners

* MLR8 (Activity 2)

### Instructional Routines

Act It Out (Warm-up)

### Materials to Gather

* Connecting cubes or two-color counters: Warm-up
* Connecting cubes: Activity 2
* Materials from previous centers: Activity 3
* Two-color counters: Activity 2

### Lesson Timeline

|  |  |
| --- | --- |
| Warm-up | 10 min |
| Activity 1 | 10 min |
| Activity 2 | 10 min |
| Activity 3 | 25 min |
| Lesson Synthesis | 5 min |

### Teacher Reflection Question

What connections did students make between the Put Together, Total Unknown story problem and the Put Together/Take Apart, Both Addends Unknown story problem? How did acting out, representing and solving the Put Together, Total Unknown story problem prepare students to make sense of the Put Together/Take Apart, Both Addends Unknown story problem?

## Cool-down

(to be completed at the end of the lesson) 0min

Unit 5, Section B Checkpoint

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | K.OA.A.1, K.OA.A.2 |

### Student-facing Task Statement

Lesson observations

### Student Responses

* Accurately retell a story problem in their own words.
* Use objects or drawings to represent a story problem.
* Explain how objects or drawings represent a story problem.