Lesson 13: Solve Take From Story Problems

Standards Alignments

Addressing   1.OA.A.1, 1.OA.C.6
Building Towards   1.NBT.C.4

Teacher-facing Learning Goals

- Solve Take From story problems, with unknowns in all positions, in a way that makes sense to them.

Student-facing Learning Goals

- Let's solve a new type of story problem.

Lesson Purpose

The purpose of this lesson is for students to solve Take From problems, with unknowns in all positions, in a way that makes sense to them.

In previous units, students solved Take From problems with the Result or Change unknown. In this lesson, students solve a new problem type, Take From, Start Unknown. This type of problem is often challenging for students as the language signifies subtraction, but you must add to solve the problem. Students consider how a drawing represents different Take From story problems. Students are not required to master this type of problem until grade 2.

Access for:

♿ Students with Disabilities

- Engagement (Activity 2)

🌐 English Learners

- MLR8 (Activity 2)

Instructional Routines

MLR6 Three Reads (Activity 1), Number Talk (Warm-up)

Materials to Gather

- Connecting cubes in towers of 10 and singles: Activity 1, Activity 2

Lesson Timeline

Warm-up	10 min

Teacher Reflection Question

In grade 2, students are introduced to tape diagrams as a tool for making sense of story

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

problems. How does the work of this lesson lay the foundation for understanding tape diagrams? How will the tape diagrams used in grade 2 be different than the diagram students analyzed today?

Cool-down (to be completed at the end of the lesson)   🕐 5 min

Clare's Beads

Standards Alignments

Addressing   1.OA.A.1, 1.OA.C.6

Student-facing Task Statement

Clare has some beads.
She uses 7 beads to make a bracelet.
She has 8 beads left.
How many beads did Clare have to start?
Show your thinking using drawings, numbers, or words.

Student Responses

15 beads. Sample response: Draws 7 beads and labels them as the beads used. Draws 8 beads and labels them as the beads that are left. Circles all 15 beads to show how many she had to start.