Lesson 14: Which Equation Matches?

Standards Alignments

Addressing   1.OA.A.1, 1.OA.B.4, 1.OA.C.6

Teacher-facing Learning Goals

- Analyze story problems with unknowns in all positions.
- Match addition and subtraction equations to story problems.

Student-facing Learning Goals

- Let's think about story problems and equations.

Lesson Purpose

The purpose of this lesson is for students to analyze story problems and match addition and subtraction equations to them.

In previous lessons, students solved Take From, Start Unknown, Compare, Bigger Unknown, and Compare, Smaller Unknown problems. They showed their thinking using drawings, numbers, or words. Throughout the year, students solved all types of story problems with unknowns in all positions.

In this lesson, students learn that they can use equations to make sense of story problems in different ways. In the first activity, students sort story problems based on whether they think they best fit addition or subtraction. In the second activity, students match the same story problems to equations. In both activities, students notice that the equation that matches the actions in the story and the equation they may use to solve the problem may use the opposite operation. This discussion helps deepen students understanding of the way equations can be used to make sense of and solve problems (MP2) and their understanding of the relationship between addition and subtraction (MP7).

Access for:

♿ Students with Disabilities

- Engagement (Activity 1)

🌐 English Learners

- MLR8 (Activity 2)

Instructional Routines

Which One Doesn't Belong? (Warm-up)

Materials to Gather

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

Materials to Copy

- Story Problem Cards, Unknowns in All Positions (groups of 2): Activity 1

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

What opportunities are you giving students to reflect on their understanding of the mathematical content?

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

Find the Match

Standards Alignments

Addressing   1.OA.A.1

Student-facing Task Statement

Jada has some stamps.
She gives Tyler 4 stamps.
Now Jada has 9 stamps left.
How many stamps did Jada have before she gave some to Tyler?

Circle the **2** equations that match the story.

A. $9 + 4 = ?$

B. $9 - 4 = ?$

C. $? - 4 = 9$

D. $? + 4 = 9$

Student Responses

A, C