# Lesson 17: Puppies and Tulips (Optional)

### Standards Alignments

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| --- | --- |
| Addressing | 1.OA.A.1, 1.OA.C.6 |
| Building Towards | 1.OA.A.1 |

### Teacher-facing Learning Goals

* Analyze and solve Compare story problems with unknowns in all positions.
* Write equations to represent story problems.

### Student-facing Learning Goals

* Let’s make origami and tell and solve story problems using the words “more” and “fewer.”

### Lesson Purpose

The purpose of this lesson is for students to use their understanding of addition and subtraction to solve Compare story problems.

This lesson is optional because it does not address any new mathematical content standards. This lesson does provide students with an opportunity to apply precursor skills of mathematical modeling. In this lesson, students make origami tulips and puppies and use problem sentence frames to tell puppy and tulip stories using “fewer” and “more”. Students solve Compare, Difference Unknown story problems with language that suggests the opposite operation. For example, problems that use a comparison statement with “more,” but require subtraction to solve. Students will work more with these problem types in grade 2.

When students make choices, adhere to constraints, and analyze real-world situations with mathematical ideas they model with mathematics (MP4).

### Access for:

###  Students with Disabilities

* Action and Expression (Activity 1)

###  English Learners

* MLR8 (Activity 2)

### Instructional Routines

Notice and Wonder (Warm-up)

### Materials to Gather

* Colored pencils, crayons, or markers: Activity 1
* Connecting cubes: Activity 2
* Construction paper: Activity 1
* Glue: Activity 1
* Materials from a previous activity: Activity 2

### Materials to Copy

* Origami Triangles: Puppies and Tulips (groups of 1): Activity 1

### Lesson Timeline

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| --- | --- |
| Warm-up | 10 min |
| Activity 1 | 25 min |
| Activity 2 | 15 min |
| Lesson Synthesis | 10 min |

### Teacher Reflection Question

Think about a recent time from class when your students were confused. What did you do to support them in reasoning about their confusion together as a community of learners?