

Lesson 9: Expresiones y ecuaciones

Standards Alignments

Addressing K.CC.A.3, K.CC.B.4.a, K.CC.B.5, K.NBT.A.1, K.OA.A.1

Teacher-facing Learning Goals

- Make sense of expressions and equations that represent numbers 11–19.

Student-facing Learning Goals

- Mostremos de diferentes formas los números del 11 al 19.

Lesson Purpose

The purpose of this lesson is for students to make sense of expressions and equations that represent numbers 11–19.

Students connect their understanding of numbers 11–19 as ten ones and some more ones to expressions ($10 + \underline{\quad}$.) Then, they match equations to 10-frame representations of teen numbers.

Access for:

Students with Disabilities

- Engagement (Activity 1)

English Learners

- MLR8 (Activity 1)

Instructional Routines

Choral Count (Warm-up)

Materials to Gather

- Connecting cubes: Activity 3
- Materials from previous centers: Activity 3
- Two-color counters: Activity 3

Materials to Copy

- Numbers and Expressions Cards (groups of 4): Activity 1
- Make or Break Apart Numbers Stage 2 Gameboards (groups of 4): Activity 3
- Make or Break Apart Numbers Stage 2 Number Mat 11-19 (groups of 1): Activity 3
- Make or Break Apart Numbers Stage 2 Recording Sheet, Spanish (groups of 1): Activity 3

Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	10 min
Activity 3	20 min
Lesson Synthesis	5 min

Teacher Reflection Question

As students worked in their small groups today, whose ideas were heard, valued, and accepted? How can you adjust the group structure tomorrow to ensure each student's ideas are a part of the collective learning?

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

 0 min

Unidad 6, punto de chequeo de la sección B

Standards Alignments

Addressing K.CC.A.3, K.CC.B.5, K.NBT.A.1

Student-facing Task Statement

Lesson observations

Student Responses

- Count all to find the total.
- Know that a full 10-frame or all the fingers on two hands represent 10 without counting.
- Count on from 10 to find the total.
- Count or recognize the ones outside of the 10 ones and use a $10 + n$ fact to find the total.