

Lesson 10: Complete Equations

Standards Alignments

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

Teacher-facing Learning Goals

- Represent numbers 11–19 with equations.

Student-facing Learning Goals

- Let's write equations to show numbers 11–19.

Lesson Purpose

The purpose of this lesson is for students to represent numbers 11–19 with equations.

In previous lessons students composed and decomposed numbers 11–19 with 10 ones and some more ones. They saw numbers 11–19 represented with written numbers, phrases such as “10 and 2,” expressions, and equations. In this lesson, students interpret equations and fill in the missing numbers to complete equations for numbers 11–19 (MP2).

This lesson has a Student Section Summary.

Access for:

Students with Disabilities

- Action and Expression (Activity 2)

English Learners

- MLR8 (Activity 1)

Instructional Routines

What Do You Know About ____? (Warm-up)

Materials to Gather

- 10-frames: Activity 2
- Materials from previous centers: Activity 3
- Two-color counters: Activity 2

Lesson Timeline

Warm-up

10 min

Teacher Reflection Question

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

Activity 1	10 min	mathematical content?
Activity 2	10 min	
Activity 3	20 min	
Lesson Synthesis	10 min	

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

🕒 0 min

Unit 6, Section B Checkpoint

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.
- Write numbers 11–19.