

# Lesson 7: Revuelve y saca

## Standards Alignments

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

Building Towards 1.OA.B.3

## Teacher-facing Learning Goals

- Solve Put Together/Take Apart, Both Addends Unknown story problems in a way that makes sense to them.
- Write an equation and explain why it matches a story problem.

## Student-facing Learning Goals

- Pensemos sobre separar números y juntarlos de nuevo.

## Lesson Purpose

The purpose of this lesson is for students to make sense of, represent, and solve Put Together/Take Apart, Both Addends Unknown story problems. Students write equations and explain how they relate to the story problems.

This work builds on work from kindergarten when students composed and decomposed numbers in more than one way and represented these decompositions with their fingers, connecting cubes, two-color counters, drawings, and expressions. Students revisit Put Together/Take Apart, Both Addends Unknown problems through a game in which they decompose a total into two addends. Students record the decomposition with an equation. In Activity 2, students solve and represent story problems based on the context of the game, and explore the different places the total can be represented in an equation, which deepens understanding of the meaning of the equal sign.

## Access for:

### Students with Disabilities

- Engagement (Activity 2)

### English Learners

- MLR8 (Activity 2)

## Instructional Routines

How Many Do You See? (Warm-up), MLR2 Collect and Display (Activity 1)

## Materials to Gather

- 10-frames: Activity 2

## Materials to Copy

- Shake and Spill Stage 3 Recording Sheet

- Cups: Activity 1
- Two-color counters: Activity 1, Activity 2

Grade 1, Spanish (groups of 1): Activity 1

### Lesson Timeline

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

### Teacher Reflection Question

What evidence have students given that they understand the meaning of the equal sign? Why is it important for students to understand the meaning of the equal sign before solving Addend Unknown problems in the upcoming lessons?

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

 5 min

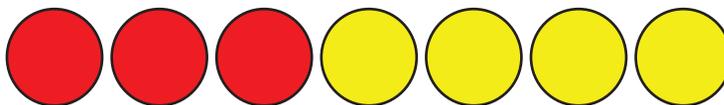
Priya juega “Revuelve y saca”

### Standards Alignments

Addressing 1.OA.A.1

### Student-facing Task Statement

Priya jugó “Revuelve y saca”. Usó 7 fichas de dos colores. Así se ven sus fichas.



Escribe una ecuación que corresponda a las fichas.

Ecuación: \_\_\_\_\_

Explica cómo tu ecuación corresponde a las fichas de Priya.

### Student Responses

$\boxed{3} + \boxed{4} = 7$ ,  $\boxed{4} + \boxed{3} = 7$ ,  $7 = \boxed{3} + \boxed{4}$ , or  $7 = \boxed{4} + \boxed{3}$ . Sample response: There are 3 red and 4 yellow. Altogether that is 7 counters.