# Lesson 10: Completemos ecuaciones

### Standards Alignments

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| --- | --- |
| 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

* Escribamos ecuaciones para mostrar números del 11 al 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 y 2” //*“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 |
| Activity 1 | 10 min |
| Activity 2 | 10 min |
| Activity 3 | 20 min |
| Lesson Synthesis | 10 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) 0min

Unidad 6, punto de chequeo de la sección B

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| --- | --- |
| 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 fact to find the total.
* Write numbers 11–19.