

Lesson 6: Red and Yellow Apples

Standards Alignments

Addressing K.OA.A.1, K.OA.A.2
Building Towards K.OA.A.1, K.OA.A.2, K.OA.A.3

Teacher-facing Learning Goals

- Make sense of Put Together/Take Apart, Both Addends Unknown story problems.

Student-facing Learning Goals

- Let's show what happens in a story.

Lesson Purpose

The purpose of this lesson is for students to make sense of Put Together/Take Apart, Both Addends Unknown story problems.

In a previous section, students composed and decomposed numbers up to 9. In this lesson, students first act out a Put Together, Total Unknown story problem, which was introduced in the previous lesson. Then students are introduced to a questionless Put Together/Take Apart, Both Addends Unknown story problem. Red and yellow apples are used as a context so that students can easily represent the story problems with two-color counters (MP2). In the next lesson, students will solve a Put Together/Take Apart, Both Addends Unknown story problem.

Access for:

Students with Disabilities

- Representation (Activity 1)

English Learners

- MLR8 (Activity 2)

Instructional Routines

Act It Out (Warm-up)

Materials to Gather

- Connecting cubes or two-color counters: Warm-up
- Connecting cubes: 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	25 min
Lesson Synthesis	5 min

Teacher Reflection Question

What connections did students make between the Put Together, Total Unknown story problem and the Put Together/Take Apart, Both Addends Unknown story problem? How did acting out, representing and solving the Put Together, Total Unknown story problem prepare students to make sense of the Put Together/Take Apart, Both Addends Unknown story problem?

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

🕒 0 min

Unit 5, Section B Checkpoint

Standards Alignments

Addressing K.OA.A.1, K.OA.A.2

Student-facing Task Statement

Lesson observations

Student Responses

- Accurately retell a story problem in their own words.
- Use objects or drawings to represent a story problem.
- Explain how objects or drawings represent a story problem.