

Lesson 2: Relacionemos la suma y la resta hasta 10

Standards Alignments

| | |
|------------------|----------|
| Building On | 1.OA.A.1 |
| Addressing | 2.OA.B.2 |
| Building Towards | 2.OA.B.2 |

Teacher-facing Learning Goals

- Find the number that makes equations within 20 true.
- Write equations with unknown addends and sums of 10 and their related subtraction equations.

Student-facing Learning Goals

- Pensemos sobre la relación entre suma y resta.

Lesson Purpose

The purpose of this lesson is for students to find the number that makes equations true and write addition and related subtraction equations within 10.

In previous grades, students learned to find the number that makes 10 when added to a given number and to make a ten to add within 20 and 100. The ability to look for and use sums that have a value of 10 is a foundational skill for the grade 2 benchmark of fluency within 20 and for adding and subtracting within 1,000 using methods based on place value.

In this lesson, students revisit a center activity, What's Behind My Back, and use connecting cubes to elicit their understanding of sums that a value of 10 and the relationship between addition and subtraction. Students will continue practice recognizing and using these sums in lesson activities throughout the unit.

Math Community

Tell students they will have an opportunity to revise their math community ideas at the end of this lesson, so as they work today they should think about actions that may be missing from the current list.

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

- Connecting cubes: Activity 1

Materials to Copy

- What's Behind My Back Stage 2 Recording Sheet 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

How are you facilitating the creation of a productive mathematical community? Where can you point to evidence of this for students to see?

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

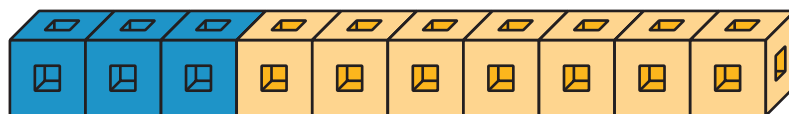
🕒 5 min

Representa los cubos

Standards Alignments

Addressing 2.OA.B.2

Student-facing Task Statement



Marca las 2 ecuaciones que representan los cubos.

$$7 + \underline{\quad} = 10$$

$$10 + 3 = \underline{\quad}$$

$$3 + \underline{\quad} = 7$$

$10 - 3 = \underline{\quad}$

Student Responses

Students circle $7 + \underline{\quad} = 10$ and $10 - 3 = \underline{\quad}$.