

Lesson 2: How Did You Add?

Standards Alignments

Addressing 1.NBT.A.1, 1.NBT.C.4

Teacher-facing Learning Goals

- Add 2 two-digit numbers, without composing a ten, using methods based on place value.
- Make sense of equations that represent addition methods.

Student-facing Learning Goals

- Let's add numbers and find matching equations.

Lesson Purpose

The purpose of this lesson is for students to add 2 two-digit numbers, without composing a ten, using methods based on place value and make sense of equations that represent addition methods.

In previous lessons, students added teen numbers and one-digit numbers. Students also added two-digit numbers and multiples of 10 and two-digit numbers and one-digit numbers without composing a ten. In this lesson, students are invited to add 2 two-digit numbers that are not multiples of 10 in a way that makes sense to them. Some students may attempt to write equations, but are not required to do so. The teacher draws diagrams and writes equations that match student thinking during the activity synthesis for students to interpret. Throughout the lesson, students explain their own methods, interpret others' methods, and connect different methods (MP3). Students notice different ways to make use of the base-ten system to count on or add by place (MP7).

Access for:

Students with Disabilities

- Action and Expression (Activity 2)

English Learners

- MLR8 (Activity 2)

Instructional Routines

5 Practices (Activity 1), Choral Count (Warm-up)

Materials to Gather

- Connecting cubes in towers of 10 and singles: Activity 1, Activity 2

Materials to Copy

- Five in a Row Addition and Subtraction Stage 5 Gameboard (groups of 2): Activity 3

- Paper clips: Activity 3
- Two-color counters: Activity 3

Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	10 min
Activity 3	15 min
Lesson Synthesis	10 min

Teacher Reflection Question

What connections did students make between the different methods shared? What questions did you ask to help make the connections more visible?

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

 0 min

Unit 5, Section A Checkpoint

Standards Alignments

Addressing 1.NBT.C.4

Student-facing Task Statement

Lesson observations

Student Responses

- Add within 100 by counting on by tens and ones.
- Add within 100 by combining tens and tens and ones and ones.
- Explain their addition method orally in a way others will understand.
- Represent their addition method on paper in a way others will understand.