

## Lesson 3: Midamos en un mapa

### Standards Alignments

Addressing 2.MD.A.1, 2.MD.A.4, 2.MD.B.5, 2.OA.B.2

Building Towards 2.MD.A

### Teacher-facing Learning Goals

- Fluently add and subtract within 20.
- Measure lengths in standard units.

### Student-facing Learning Goals

- Sumemos y restemos medidas de longitud.

### Lesson Purpose

The purpose of this lesson is for students to measure lengths in centimeters and add and subtract lengths within 20 to answer questions.

In this lesson, students add and subtract within 20 and build fluency within this range of numbers. They also practice measuring lengths in centimeters and use their measurements to add and subtract. The activities encourage students to consider ways to use properties of operations to make easier or known expressions and use the facts they know (MP7).

In the first activity, students measure lengths on a map and add and subtract their measurements to answer questions. They share the ways they used facts that they know to find the value of sums and differences. The questions focus on the measured distances in centimeters. It may be helpful to discuss how the actual distances between cities are much longer. However, proportional relationships, such as those in a map scale, is a grade 6 topic and should not be the focus of these activities. In the second activity, students solve Compare problems within the context of their measurements on the map.

The cool-down should be completed before the lesson synthesis so that students can share their responses during the lesson synthesis.

### Access for:



#### Students with Disabilities

- Engagement (Activity 1)



#### English Learners

- MLR2 (Activity 2)

### Instructional Routines

Notice and Wonder (Warm-up)

## Materials to Gather

- Rulers (centimeters): Activity 1

## Lesson Timeline

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

## Materials to Copy

- Measurement Map (groups of 1): Activity 1

## Teacher Reflection Question

In previous lessons, students found unknown addends and shared methods that included looking for ways to get to a ten to add and subtract. How did you see students use these methods in today's lesson?

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

 5 min

Practica hechos numéricos

### Standards Alignments

Addressing 2.OA.B.2

### Student-facing Task Statement

Repasa las tarjetas que hiciste en la primera lección.

1. De las sumas que antes no te sabías, ¿cuáles te sabes ahora?
2. ¿Qué te ayudó a recordar cada suma?

### Student Responses

1. Answers vary.
2. Sample responses:
  - I thought of how I could quickly make a 10 and then add the rest.
  - I thought about how it was like a fact I know quickly.
  - I practiced and now I just know it.