Lesson 10: ¿Cuál es la pregunta?

Standards Alignments

Addressing   2.NBT.B.5, 2.OA.A.1

Teacher-facing Learning Goals

- Ask and answer a question based on a given situation.
- Interpret story problems using diagrams.

Student-facing Learning Goals

- Decidamos cuál es la pregunta de algunos problemas-historia.

Lesson Purpose

The purpose of this lesson is for students to analyze a tape diagram and number line diagram and determine, in context, a question that could be answered based on each representation.

In previous lessons, students sorted and solved a variety of story problems. In this lesson, students use given information to ask math questions and figure out what question was asked when presented with student work. Students interpret the context of a story and analyze tape diagrams to determine what question is being asked (MP2, MP4). Students then use a representation of their choice to answer a math question which they pose.

Access for:

♿ Students with Disabilities

- Representation (Activity 2)

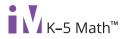### 🌐 English Learners

- MLR8 (Activity 2)

Instructional Routines

Notice and Wonder (Warm-up)

Lesson Timeline

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

Teacher Reflection Question

In grade 3, students will continue to see and use tape diagrams and number line diagrams. How can you support their understanding of these diagrams and help them choose representations that make sense to them?

Cool-down | 5 min

Cool-down (to be completed at the end of the lesson)   🕐 5 min

Haz la pregunta y respóndela

Standards Alignments

Addressing   2.OA.A.1

Student-facing Task Statement

Tyler puso 26 manzanas en su cesta. Clare puso 35 manzanas en su cesta.

Haz una pregunta matemática sobre esta situación y respóndela.

Student Responses

Sample response:

- How many more apples did Clare put in her basket than Tyler?
- Clare put 9 more apples in her basket than Tyler. $35 - 26 = 9$.