

Lesson 11: ¿Cómo resolvemos problemas-historia?

Standards Alignments

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

Building Towards 2.OA.A.1

Teacher-facing Learning Goals

- Represent and solve story problems within 50 in a way that makes sense to them.

Student-facing Learning Goals

- Resolvamos problemas-historia.

Lesson Purpose

The purpose of this lesson is for students to represent and solve story problems involving addition and subtraction within 50 that require composing or decomposing a ten when adding or subtracting by place.

In previous lessons, students interpreted and solved story problems within 100 that did not require decomposing a ten when subtracting by place. Students interpreted diagrams and equations with unknowns and connected them to story problems.

In this lesson, students are encouraged to use the methods and representations that make the most sense to them as they solve problems of different types. The activities in this lesson can be used to assess how students make sense of different types of story problems and the methods they use to solve them.

Access for:

Students with Disabilities

- Engagement (Activity 2)

English Learners

- MLR2 (Activity 1)

Instructional Routines

5 Practices (Activity 1), What Do You Know About ____? (Warm-up)

Materials to Gather

- Base-ten blocks: Activity 1, Activity 2
- Connecting cubes: 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

Reflect on how comfortable your students are asking questions of you and of each other. What can you do to encourage students to ask and answer questions from their peers about their work?

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

🕒 5 min

Las semillas de Tyler

Standards Alignments

Addressing 2.OA.A.1

Student-facing Task Statement

Tyler recolectó 42 semillas de girasol. Unos pájaros se comieron 28 de las semillas.
¿Cuántas semillas tiene Tyler ahora? Muestra cómo pensaste.

Student Responses

14 seeds. Sample response:

- Students label a drawing, diagram, or equation to show Tyler's seeds and the seeds the birds ate.
- Students use a base-ten diagram to show $42 - 28 = 14$.