

# Lesson 3: Sumemos o restemos para resolver problemas-historia

## Standards Alignments

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

## Teacher-facing Learning Goals

- Describe their methods using place value understanding.
- Solve story problems involving addition and subtraction within 100 without composing or decomposing a ten.

## Student-facing Learning Goals

- Resolvamos problemas-historia.

## Lesson Purpose

The purpose of this lesson is for students to solve story problems involving addition and subtraction within 100 without composing or decomposing a ten.

In previous grades, students solved a variety of Add To, Take From, Put Together/Take Apart, and Compare problems. In previous lessons, students added and subtracted within 100 without composing or decomposing a ten using methods based on place value and the relationship between addition and subtraction.

In this lesson, students are invited to solve story problems and show their thinking or computations in whatever way makes sense to them. The activity and lesson syntheses focus on describing and connecting methods based on place value in preparation for upcoming lessons.

This lesson has a Student Section Summary.

## Access for:

### Students with Disabilities

- Representation (Activity 2)

## Instructional Routines

How Many Do You See? (Warm-up), MLR6 Three Reads (Activity 1)

## Materials to Gather

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

## 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

In the first activity, students used the Three Reads routine to make sense of the problem. What strategies did you see students use to make sense of the story problems on their own? What questions did you ask to ensure students made connections between their representations, calculations, and the context of the stories?

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

 5 min

Hora de irse

### Standards Alignments

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

### Student-facing Task Statement

89 estudiantes estaban en el zoológico. 41 estudiantes se fueron del zoológico en el primer bus. ¿Cuántos estudiantes hay en el zoológico ahora?

Muestra cómo pensaste. Si te ayuda, usa bloques.

### Student Responses

48 students. Sample response:

- Students draw 8 tens and 9 ones and cross out 4 tens and 1 one. Students label to show that there are 48 students at the zoo.
- $80 - 40 = 40$   
 $9 - 1 = 8$   
 $40 + 8 = 48$