

Lesson 2: Encontremos el sumando desconocido

Standards Alignments

Addressing 2.NBT.A.2, 2.NBT.B.5, 2.NBT.B.9
Building Towards 2.NBT.B.5

Teacher-facing Learning Goals

- Describe their methods using place value understanding.
- Find the unknown addend in equations within 100.

Student-facing Learning Goals

- Encontremos valores que hagan que las ecuaciones sean verdaderas.

Lesson Purpose

The purpose of this lesson is for students to find the value of unknown addends by adding or subtracting within 100.

In a previous lesson, students added and subtracted within 100 without composing or decomposing a ten to solve Compare problems. In this lesson, students add or subtract within 100 without composing or decomposing a ten and share the methods they use to find unknown addends. During each synthesis, students share methods based on place value and discuss the relationship between addition and subtraction.

This lesson also serves the purpose of introducing base-ten blocks as a math tool that can be used to represent larger numbers and computation methods based on place value. Throughout the lesson, students have opportunities to describe the usefulness of this new tool in comparison to connecting cubes and other representations they may use to find unknown values (MP5).

Access for:

Students with Disabilities

- Engagement (Activity 2)

English Learners

- MLR8 (Activity 1)

Instructional Routines

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

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

Who got to do math today in class and how do you know? Identify the norms or routines that allowed those students to engage in mathematics. How can you adjust these norms and routines so all students do math tomorrow?

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

🕒 5 min

Encuentra el sumando desconocido

Standards Alignments

Addressing 2.NBT.B.5

Student-facing Task Statement

Encuentra el número que hace que la ecuación sea verdadera. Muestra cómo pensaste.
Usa bloques o cubos si te ayuda.

$$36 + \underline{\quad} = 78$$

Student Responses

42. Sample responses:

- Students draw 3 tens and 6 ones to show 36 and draw 4 tens and 2 ones to show adding 42. Students label to show the unknown value was 42 and that they have a total of 78.

- $70 - 30 = 40$

$$8 - 6 = 2$$

$$40 + 2 = 42$$