

Lesson 7: Día 1 de centros (Optional)

Standards Alignments

Addressing 2.MD.B.6, 2.NBT.A, 2.NBT.A.1.a, 2.NBT.B.5, 2.OA.B.2
 Building Towards 2.NBT.A.4

Teacher-facing Learning Goals

- Practice addition and subtraction within 100.
- Use place value to describe and identify a number.

Student-facing Learning Goals

- Usemos el valor posicional para identificar números y practiquemos la suma y la resta.

Lesson Purpose

The purpose of this lesson is for students to work with place value and practice addition and subtraction within 100.

This lesson is optional because it is an opportunity for extra practice that not all classes may need. In Activity 1, students learn stage 2 of the Mystery Number center, which was first introduced in grade 1. In this new stage, called Three-digit Numbers, they use clues based on place value to identify the number being described. In Activity 2, students choose to continue working on Mystery Number, or choose between two previously introduced centers focused on addition and subtraction.

Instructional Routines

True or False (Warm-up)

Materials to Gather

- Materials from previous centers: Activity 2
- Number cards 0–10: Activity 1

Materials to Copy

- Mystery Number Stage 2 Directions, Spanish (groups of 2): Activity 1

Lesson Timeline

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

