

Lesson 11: How Did You Do That?

Standards Alignments

Addressing 1.NBT.C.4, 1.OA.D.7

Teacher-facing Learning Goals

- Add 2 two-digit numbers using methods based on place value and properties of operations.
- Make sense of equations that represent addition methods.

Student-facing Learning Goals

- Let's add two-digit numbers and make sense of equations.

Lesson Purpose

The purpose of this lesson is for students to add 2 two-digit numbers, with composing a ten, using methods based on place value and properties of operation and make sense of equations that represent addition methods.

In previous lessons, students added 2 two-digit numbers using methods based on place value and properties of operations. In this lesson, students add 2 two-digit numbers and make sense of the equations that represent addition methods.

The cool-down should be completed before the lesson synthesis.

Access for:

Students with Disabilities

- Engagement (Activity 2)

English Learners

- MLR7 (Activity 2)

Instructional Routines

MLR8 Discussion Supports (Activity 1), True or False (Warm-up)

Materials to Gather

- Connecting cubes in towers of 10 and singles: Activity 1, Activity 2
- Tools for creating a visual display: Activity 2

Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	20 min
Lesson Synthesis	10 min
Cool-down	5 min

Teacher Reflection Question

How did your students represent their thinking today? How might you support them in creating more efficient representations?

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

 5 min

Which Method Do You Like?

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Student-facing Task Statement

Circle the way you prefer to find the value of $37 + 25$.
You may write in a different method if you would like.

Method 1

$30 + 20 = 50$
 $7 + 5 = 12$
 $50 + 12 = 62$

Method 2

$37 + 3 + 2 = 42$
 $42 + 20 = 62$

Method 3

$25 + 30 = 55$
 $55 + 5 + 2 = 62$

My Own Way
(Write it in!)

Why do you like this method?

Student Responses

Sample responses:

- I like the first one because I know how to add tens and tens and ones and ones easily. I like to start by adding the tens.