

Lesson 13: Represent Story Problems

Standards Alignments

Addressing 2.MD.B.5, 2.MD.B.6, 2.NBT.B.5, 2.OA.A.1

Teacher-facing Learning Goals

- Represent addition and subtraction story problems using equations, tape diagrams, and number lines.

Student-facing Learning Goals

- Let's compare representations and solve problems.

Lesson Purpose

The purpose of this lesson is for students to make connections between different representations of situations for sums and differences.

In previous lessons, students were introduced to the number line. They learned that numbers are located at points on the line, depending on their distance from zero. They represented addition and subtraction equations with unknowns in all positions on number lines. Students have also used tape diagrams to represent story problems in previous lessons.

In this lesson, students interpret multiple representations and match them to story problems. In the first activity students are not asked to solve the problems. This allows them to focus on how each problem can be represented in different ways, rather than finding the solution. In the second activity, students are given diagrams to complete, but they can find the solution in any way that makes sense to them. They are also given the option to use a number line if it helps.

This lesson has a Student Section Summary.

Access for:

Students with Disabilities

- Action and Expression (Activity 2)

English Learners

- MLR8 (Activity 1)

Instructional Routines

Notice and Wonder (Warm-up)

Materials to Copy

- Story Problems Card Sort (stories, equations,

number lines, diagrams) (groups of 3): Activity 1

- Number Line to 100 (groups of 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

Which students came up with an unexpected strategy or connection in today's lesson? What are some ways you can be more open to the ideas of each and every student?

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

 5 min

Clare's Train

Standards Alignments

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

Student-facing Task Statement

Clare made a train that was 15 cubes long. Then she added some more cubes. Now her train is 28 cubes long. How many cubes did she add to her train?

Show your thinking. Use a number line or diagram if it helps.



Student Responses

1. 13 cubes. Sample response: $15 + ? = 28$ or $15 + 13 = 28$