Lesson 9: La diferencia entre números

Standards Alignments

Addressing   2.MD.B.5, 2.MD.B.6, 2.NBT.B.5

Teacher-facing Learning Goals

- On a number line, represent counting on and counting back strategies for solving subtraction equations.

Student-facing Learning Goals

- Representemos formas de restar en la recta numérica.

Lesson Purpose

The purpose of this lesson is for students to represent and compare different subtraction methods on the number line.

In previous lessons, students represented addition and subtraction equations on the number line and wrote equations to match representations on a number line.

In this lesson, students deepen their understanding of subtraction as taking from and as an unknown addend problem. Students represent subtraction methods on the number line and compare how each representation shows the difference. The number line is also used to help students visualize when counting on and counting back strategies may be useful when subtracting 2 two-digit numbers. For example, $17 - 14$ can be solved by starting at 17 and counting back 14. It can also be solved by starting at 14 and counting on 3. In this case, counting on would likely be helpful because the numbers are close together and the structure of the number line helps show why this strategy is effective (MP7).

Access for:

⊚ Students with Disabilities

- Action and Expression (Activity 2)

Instructional Routines

MLR6 Three Reads (Activity 2), Number Talk (Warm-up)

Materials to Gather

- Base-ten blocks: Activity 1

Materials to Copy

- Number Line to 100 (groups of 1): Activity 1
- Number Line to 100 (groups of 1): 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

Which students had opportunities to share their diagrams and thinking during whole-class discussion? How did you select these students?

Cool-down (to be completed at the end of the lesson)   🕐 5 min
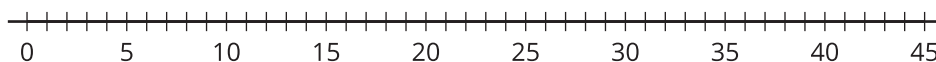
¿Cuánto es la diferencia?

Standards Alignments

Addressing   2.MD.B.6, 2.NBT.B.5

Student-facing Task Statement

1. Usa la recta numérica para mostrar una forma de encontrar el número que hace que la ecuación sea verdadera.

$$41 - 38 = ?$$

Student Responses

1. 3. Sample responses:

A number line from 0 to 45 with jumps: 8, 10, 10, 10