**Grade Level: 2nd**

**Subject(s) Area: Math**

**\*Lesson adapted from** *Investigations: In Number, Data, and Space, Session* **1.2 pg. 30 - 36**

**Materials Needed:**

* Practice problem, more sticker problems worksheet

**Standards:**

* **2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

**Objectives:**

* Students can apply an efficient addition or subtraction strategy in word problems.
* Students can solve a word problem.

**Learning Activities: (Students will remain at their desk for this lesson)**

* Students review the math lesson from yesterday with the teacher

-Writing an equation

-Showing work with an efficient strategy

\*What strategies can we use?

-Giving an answer

-And checking our work

\*How can we check our work?

* Students will compute the practice problem projected on the board
* Students will give examples of how they solved the practice problem

-Help students to notice what happens to the tens place when a multiple of 10 is added or subtracted

-What changes when we add 10?

-What stays the same? – Each number has a 5 in the ones place and the tens place goes two, three, four…

-Why do you think this happens?

-The number of 10s is increasing by one\*\*

* Students will compute problems 3 and 4 on their own

-Remember to use the four steps when solving the problems; I will be looking for all of these shown on your paper

-Writing an equation, showing work with an efficient strategy, giving an answer and checking our work

* Students will produce five equations to make Today’s Number of 53 with coins.

-What options of coins can we use?

\*Quarter, dime, nickel, and penny

\*Remember about different strategies you can use to show your work

**Assessment:**

* More Sticker Problems worksheet – students need to show each step in the process of solving a word problem (writing an equation, showing work with an efficient strategy, giving an answer, and checking work)

**Reflection**

* Know what to have students do once they are done, maybe help other students finish story problems
* Always remember to have the answers to the problems
* Checking in with students during their work time I think really helped those struggling to think of a strategy, but keep in mind students should not always receive this kind of help. They should receive appropriate scaffolding based on previous performance.
* Have coin manipulatives available for students next time for those struggling to come up with different equations
* I really like students having the opportunities to share their ideas with one another at their desks and then to share two or three of those with the whole group