# Lesson 11: ¿Cómo lo hicieron?

### 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

* Sumemos números de dos dígitos y démosle sentido a ecuaciones.

### 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) 5min

¿Cuál método te gusta?

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 1.NBT.C.4 |

### Student-facing Task Statement

Marca el método que prefieras para encontrar el valor de .  
Si quieres, puedes escribir otro método.

Método 1

Método 2

Método 3

Mi propio método  
(¡Escríbelo!)

¿Por qué te gusta este método?

### 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.