G1-M4-Lesson 18

1. Two students both solved the addition problem below using different methods. Are they both correct? Why or why not?

$28 + 5 = \underline{33}$

$28 \overset{+2}{\rightarrow} 30 \overset{+3}{\rightarrow} 33$

This student used the arrow way to get the answer. He used 2 to get to 30 and then added 3 more to get to 33. That means he added 5 altogether to get to 33. That's correct.

$28 + 5 = \underline{33}$

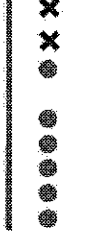
2 3

This student broke apart 5 so she could get to the next 10. She needed 2 to get to 30. Then she added the rest and got to 33. That's correct.

They are both correct. 28 plus 5 is 33. The first student used the arrow way to show his thinking. That student added 2 to get to 30 and then added 3 more since he had to add 5 altogether. The second student used a number bond to show how she got to 33.

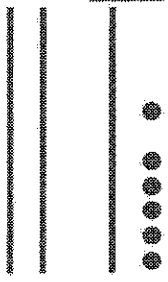
2. Another two students solved the same problem shown below, using quick tens. Are they both correct? Why or why not?

$16 + 2 = \underline{18}$



I already know $16 + 2 = 18$. When I look at the drawing, it matches the number sentence.

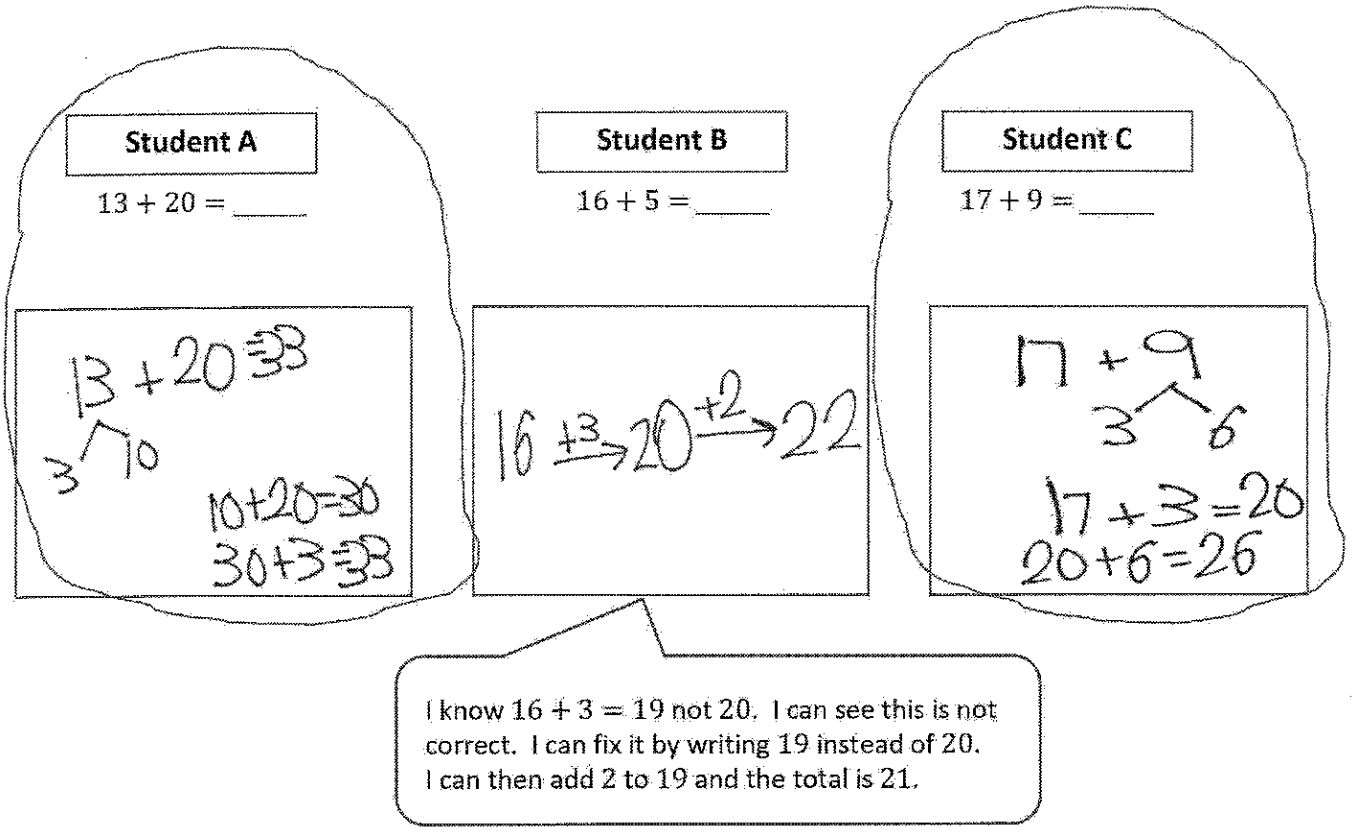
$16 + 2 = \underline{36}$



This does not look right. Let me see. I see too many quick tens. I know! This student added 2 tens instead of 2 ones!

The first student is correct. The second student is not correct. The second student added quick tens instead of ones. He has too much.

3. Circle any student work that is correct.



Fix the student work that was incorrect by making a new drawing or drawings in the space below.

Choose a correct student work, and give a suggestion for improvement.

Student A's work can be solved without breaking apart 13. I can just add 2 tens to 13. I can do this in my head and get the answer 33.