# Lesson 6: Make a Ten and Make Sense of Equations

### Standards Alignments

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| --- | --- |
| Addressing | 1.NBT.C.4, 1.OA.C.6 |

### Teacher-facing Learning Goals

* Add a one-digit and a two-digit number, with composing a ten, using place value understanding and the properties of operations.
* Make sense of equations that represent addition methods.

### Student-facing Learning Goals

* Let’s add one-digit and two-digit numbers and make sense of equations.

### Lesson Purpose

The purpose of this lesson is for students to add one-digit and two-digit numbers, with composing a ten, using place value understanding and the properties of operations. Students also make sense of equations that represent addition methods.

In this lesson, students add one-digit and two-digit numbers by composing a ten using place value reasoning and properties of operations. The associative and commutative property are highlighted in this lesson.

The first activity uses 10-frame diagrams to encourage students to determine how many ones can be added to a two-digit number to get to the next multiple of 10. Much like they did when looking to make a ten when adding within 20, students consider decomposing a one-digit number in such a way that they can combine one part with the two-digit number to make a multiple of 10 ($68+6=68+2+4=74$).

In the second activity, students compare different representations of this method, including those that use connecting cubes and base-ten drawings. These representations help students use their understanding of place value to see that when adding ones to ones, they can sometimes make a new unit of ten. This is a conceptual jump for students from understanding that they can count to a “10” (or the next ten) to understanding that they can create a new unit of ten from 10 ones (MP7).

### Access for:

###  Students with Disabilities

* Engagement (Activity 1)

###  English Learners

* MLR7 (Activity 2)

### Instructional Routines

Number Talk (Warm-up)

### Materials to Gather

* Connecting cubes in towers of 10 and singles: Activity 1, Activity 2, Activity 3
* Number cards 0–10: Activity 3

### Materials to Copy

* Target Numbers Stage 1 Recording Sheet (groups of 1): Activity 3

### Lesson Timeline

|  |  |
| --- | --- |
| Warm-up | 10 min |
| Activity 1 | 10 min |
| Activity 2 | 15 min |
| Activity 3 | 15 min |
| Lesson Synthesis | 10 min |

### Teacher Reflection Question

How did the work of Activity 1 lay the foundation for students to be successful in the next activity? What do students need to be fluent with in order to use the method presented in Activity 2?

## Cool-down

(to be completed at the end of the lesson) 0min

Unit 5, Section B Checkpoint

### Standards Alignments

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

### Student-facing Task Statement

Lesson observations

### Student Responses

* Add within 100 by counting on.
* Make a ten to add within 100.
* Add within 100 by combining ones and ones.
* Explain their addition method orally in a way others will understand.
* Represent their addition method on paper in a way others will understand.