

Lesson 6: Make a Ten and Make Sense of Equations

Standards Alignments

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)

 0 min

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.