Lesson 7: Does it Make a New Ten?

Standards Alignments

Addressing 1.NBT.C.4

Teacher-facing Learning Goals

- Add a one-digit and a two-digit number and recognize when a new ten will be composed.
- Write equations that represent addition methods.

Student-facing Learning Goals

- Let's add one-digit and two-digit numbers and write equations.

Lesson Purpose

The purpose of this lesson is for students to add one-digit numbers and two-digit numbers, and recognize when a new ten will be composed. They write equations to represent their addition methods.

In previous lessons, students added one-digit and two-digit numbers with composing a ten. They discussed methods that involved counting on, adding ones and ones then tens, and decomposing the one-digit number to make a new ten with the two-digit number.

In this lesson, students consider when a new ten will be composed before they find the value of a sum. When students recognize that they can compose a new unit of ten whenever the ones digits make 10 or more ones, they look for and make sense of the base-ten structure of numbers (MP7). Students write equations that represent their thinking.

This lesson has a Student Section Summary.

Access for:

Students with Disabilities

- Action and Expression (Activity 1)

English Learners

- MLR6 (Activity 2)

Instructional Routines

Which One Doesn't Belong? (Warm-up)

Materials to Gather

- Connecting cubes in towers of 10 and singles: Activity 1, 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

At what points during the lesson did you learn the most about your students' thinking? How did you use what you learned during this lesson and how will you use what you learned in tomorrow's lesson?

Cool-down (to be completed at the end of the lesson) 5 min

Keep On Adding

Standards Alignments

Addressing 1.NBT.C.4

Student-facing Task Statement

Find the value of $8 + 57$.
Write equations to show how you found the value.

Student Responses

65. Sample responses: $8 + 57 = 65$, $57 + 3 + 5 = 65$