# Lesson 19: Make Two-digit Numbers

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.2.a, 1.NBT.B.3 |
| Building Towards | 1.NBT.C.4 |

### Teacher-facing Learning Goals

* Understand that a two-digit number can be represented in different ways using tens and ones.

### Student-facing Learning Goals

* Let’s make two-digit numbers with tens and ones in different ways.

### Lesson Purpose

The purpose of this lesson is for students to represent a two-digit number in more than one way, using tens and ones.

In a previous unit, students decomposed numbers to 20 in different ways. In previous lessons, students learned about the meaning of the digits in a two-digit number. They interpreted, used, and connected different base-ten representations for two-digit numbers including connecting cubes in towers of 10 and singles, base-ten diagrams, addition expressions, and written numbers.

In this lesson, students represent two-digit numbers in more than one way based on place value. Students learn that there are different ways to represent a two-digit number with tens and ones which will be important in a later unit when they compose a ten to add within 100.

### Access for:

### Students with Disabilities

* Action and Expression (Activity 2)

### English Learners

* MLR7 (Activity 2)

### Instructional Routines

Which One Doesn’t Belong? (Warm-up)

### Materials to Gather

* Bags: Activity 1
* Connecting cubes in towers of 10 and singles: Activity 1, Activity 2
* Materials from previous centers: Activity 3

### Lesson Timeline

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

### Teacher Reflection Question

In the next unit, students add within 100, including adding numbers that require composing a new ten when adding by place. How will the work of this section prepare students for the upcoming work with addition?

## Cool-down

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

Unit 4, Section D Checkpoint

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 1.NBT.B.2 |

### Student-facing Task Statement

Lesson observations

### Student Responses

* Represent a number with tens and ones in more than one way.
* Use base-ten representations to represent numbers in different ways.