# Lesson 10: Write Two-digit Numbers

### Standards Alignments

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

### Teacher-facing Learning Goals

* Write numbers to represent different base-ten representations.

### Student-facing Learning Goals

* Let’s write two-digit numbers.

### Lesson Purpose

The purpose of this lesson is for students to write numbers to represent different base-ten representations including base-ten diagrams, \_\_\_\_\_ tens \_\_\_\_\_ ones, and expressions that show the value of the tens and ones digits.

In previous lessons, students read two-digit numbers and interpreted and created representations of those numbers. In this lesson, students write two-digit numbers to match different base-ten representations. Students also learn a new center that provides practice counting and writing numbers up to 99.

### Access for:

### Students with Disabilities

* Engagement (Activity 1)

### English Learners

* MLR8 (Activity 2)

### Instructional Routines

Notice and Wonder (Warm-up)

### Materials to Gather

* Connecting cubes in towers of 10 and singles: Activity 1
* Dry erase markers: Activity 2
* Sheet protectors: Activity 2

### Materials to Copy

* Write the Number Stage 1 Gameboard (groups of 2): 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

Reflect on how you can reinforce number writing outside of math class. When can you ask students to write two-digit numbers that represent quantities around them? What questions can you ask to help them see the tens and ones in these quantities?

## Cool-down

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

Write Numbers

### Standards Alignments

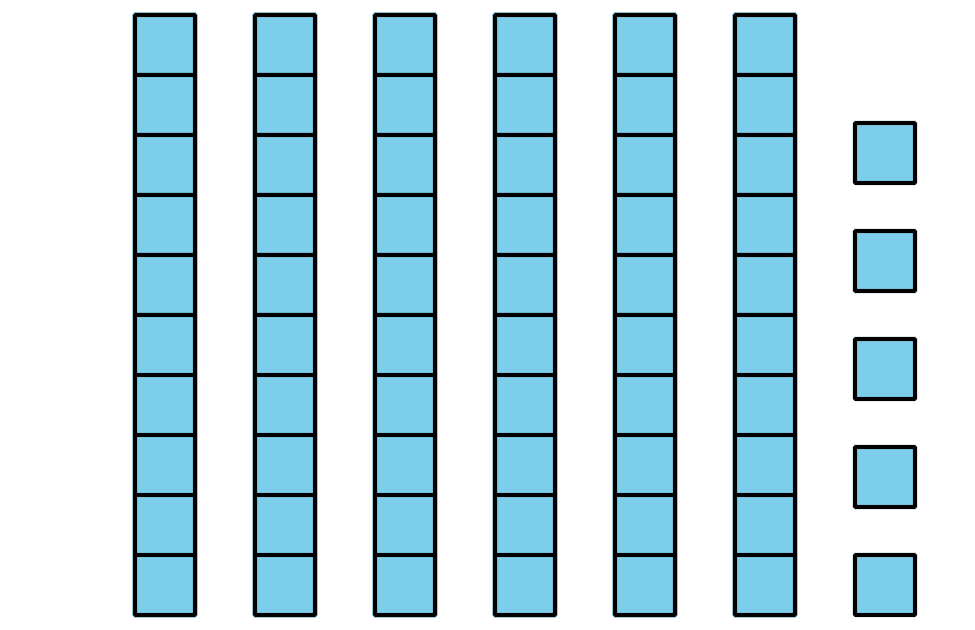
|  |  |
| --- | --- |
| Addressing | 1.NBT.A.1, 1.NBT.B.2 |

### Student-facing Task Statement

Write the number that matches each representation.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



* 
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



* 7 ones 9 tens
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Student Responses

1. 39
2. 65
3. 97