

# Lesson 6: Formemos una decena y démosle sentido a las ecuaciones

# **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**

 Sumemos números de un dígito y de dos dígitos, y démosle sentido a ecuaciones.

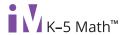
# **Lesson Purpose**

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)

# **3** 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, Spanish (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)

Unidad 5, punto de chequeo de la sección B

① 0 min

# **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.