# Lesson 8: Show Me All the Ways

### Standards Alignments

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| --- | --- |
| Addressing | 1.NBT.A.1, 1.NBT.B, 1.OA.C.6 |

### Teacher-facing Learning Goals

* Represent two-digit numbers in different ways.

### Student-facing Learning Goals

* Let’s represent two-digit numbers in different ways.

### Lesson Purpose

The purpose of this lesson is for students to represent two-digit numbers in different ways to demonstrate place value understanding.

Students represent a two-digit number in as many ways as they can. They are encouraged to think about representations of their number that have different amounts of tens. Then, they do a gallery walk to compare representations their classmates made.

If students need additional support with the concepts in this lesson, refer back to Unit 4, Section D in the curriculum materials.

### Access for:

### Students with Disabilities

* Action and Expression (Activity 1)

### English Learners

* MLR7 (Activity 2)

### Instructional Routines

Estimation Exploration (Warm-up)

### Materials to Gather

* Connecting cubes in towers of 10 and singles: Activity 1
* Materials from a previous activity: Activity 2
* Materials from previous centers: Activity 3
* Paper: Activity 1

### Lesson Timeline

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

### Teacher Reflection Question

In grade 2, students extend their understanding of place value to three-digit numbers and perform addition and subtraction within 1,000. How does the grade 1 work with place value prepare them for that future learning?

## Cool-down

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

Unit 8, Section C Checkpoint

### Standards Alignments

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| Addressing | 1.NBT.B |

### Student-facing Task Statement

Lesson observations

### Student Responses

* Represent numbers to show the base-ten structure.
* Represent the same number with different amounts of tens and ones.