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)   🕐   0 min

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.