

Lesson 20: Make Two-Digit Numbers in Different Ways

Standards Alignments

Addressing 1.NBT.B.2, 1.NBT.B.2.a, 1.NBT.B.2.b

Building Towards 1.NBT.C.4

Teacher-facing Learning Goals

- Identify two-digit numbers represented in different ways.
- Represent two-digit numbers in different ways using tens and ones.

Student-facing Learning Goals

- Let's make two-digit numbers in different ways.

Lesson Purpose

The purpose of this lesson is for students to represent two-digit numbers in different ways and identify two-digit numbers represented with different amounts of tens and ones.

In the previous lesson, students explored representing a two-digit number with tens and ones. The purpose of this lesson is for students to represent two-digit numbers with tens and ones in different ways and identify two-digit numbers when they are represented with different combinations of tens and ones. As students reason about different ways to compose or decompose tens, they look for and make use of the base-ten structure of two-digit numbers (MP7). In the first activity, students represent 94 with tens and ones in as many ways as they can and discuss how they know that they have found all of the ways. In the second activity, students determine how many connecting cubes are in each mystery bag and how they are grouped, given clues based the number of tens and ones in each bag.

Access for:

Students with Disabilities

- Action and Expression (Activity 1)

English Learners

- MLR8 (Activity 2)

Instructional Routines

Estimation Exploration (Warm-up)

Materials to Gather

- Connecting cubes in towers of 10 and singles: Activity 1, Activity 2

Lesson Timeline

Warm-up	10 min
Activity 1	20 min
Activity 2	15 min
Lesson Synthesis	10 min
Cool-down	5 min

Teacher Reflection Question

What question do you wish you had asked today? When and why should you have asked it?

Cool-down (to be completed at the end of the lesson)

 5 min

68 Three Different Ways

Standards Alignments

Addressing 1.NBT.B.2

Student-facing Task Statement

Show 3 different ways to make 68 using tens and ones.
Each one should have a different number of tens.
Show your thinking using drawings, numbers, or words.

Student Responses

Sample responses:

- 6 tens 8 ones, 4 tens 28 ones, 3 tens 38 ones
- base-ten diagrams of 6 tens 8 ones, 4 tens 28 ones, 1 ten 58 ones