# Lesson 9: Sumemos 2 números de dos dígitos

### Standards Alignments

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| Addressing | 1.NBT.C.4 |

### Teacher-facing Learning Goals

* Add 2 two-digit numbers within 100, with composing a ten, in a way that makes sense to them.

### Student-facing Learning Goals

* Sumemos números de dos dígitos.

### Lesson Purpose

The purpose of this lesson is for students to add 2 two-digit numbers within 100 in any way that makes sense to them, including composing a ten.

In previous lessons, students added a one-digit number and a two-digit number with composing a ten. They also added 2 two-digit numbers without composing a new ten. They discussed methods based on place value and the properties of operations. They wrote equations to show their thinking.

In this lesson, students add 2 two-digit numbers in any way that makes sense to them. Students may apply methods learned in previous lessons, including methods based on making a new ten or adding tens and tens and ones and ones. Students are not required to write equations, although some may do so.

### Access for:

### Students with Disabilities

* Action and Expression (Activity 1)

### English Learners

* MLR7 (Activity 2)

### Instructional Routines

5 Practices (Activity 1), Number Talk (Warm-up)

### Materials to Gather

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

### Lesson Timeline

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

### Teacher Reflection Question

How effective were your questions in supporting students’ thinking today? What did students say or do that showed they were effective?

## Cool-down

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

Encuentra el valor

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### Student-facing Task Statement

Encuentra el valor de .  
Muestra cómo pensaste. Usa dibujos, números o palabras.

### Student Responses

73. Sample responses:

* Draws 18 as 1 ten and 8 ones. Draws 55 as 5 tens and 5 ones underneath. Draws and labels to show grouping 10 ones as 1 ten. Labels work to show adding or counting on .
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