# Lesson 8: Varias representaciones de decenas y unidades

### Standards Alignments

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| --- | --- |
| Addressing | 1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.2.a |

### Teacher-facing Learning Goals

* Interpret different base-ten representations of two-digit numbers (drawings, words, and addition expressions).

### Student-facing Learning Goals

* Pensemos cómo se pueden mostrar los números de dos dígitos.

### Lesson Purpose

The purpose of this lesson is for students to interpret base-ten representations of two-digit numbers.

In previous lessons, students learned that the digit on the left of a two-digit number tells the number of tens and the digit on the right tells the number of ones.

In this lesson, students interpret three different base-ten representations: base-ten diagrams, \_\_\_\_\_ tens \_\_\_\_\_ ones, and addition expressions that represent the value of each digit. This is the first time students see expressions representing two-digit numbers other than 10 + n expressions representing teen numbers. Students match representations that show the same value.

At this time, students are not expected to write two-digit numbers, but continue to make sense of how to read and say them based on their base-ten structure. The teacher should record two-digit numbers when students say them.

### Access for:

###  Students with Disabilities

* Engagement (Activity 2)

###  English Learners

* MLR7 (Activity 1)

### Instructional Routines

Estimation Exploration (Warm-up)

### Materials to Gather

* Base-ten blocks: Activity 3
* Connecting cubes in towers of 10 and singles: Activity 1, Activity 2

### Materials to Copy

* Representations of Tens and Ones, Spanish (groups of 2): Activity 2
* Grab and Count Stage 2 Recording Sheet, Spanish (groups of 1): Activity 3

### Lesson Timeline

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

### Teacher Reflection Question

What was the best question you asked students today? Why would you consider it the best one based on what students said or did?

## Cool-down

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

Unidad 4, punto de chequeo de la sección B

### Standards Alignments

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| Addressing | 1.NBT.B.2 |

### Student-facing Task Statement

Lesson observations

### Student Responses

* Recognize different base-ten representations of the same number.