

Lesson 5: Make a Ten

Standards Alignments

Addressing 1.NBT.C.4

Teacher-facing Learning Goals

- Add a one-digit and a two-digit number, with composing a ten, in a way that makes sense to them.

Student-facing Learning Goals

- Let's add two-digit and one-digit numbers.

Lesson Purpose

The purpose of this lesson is for students to add a two-digit number and a one-digit number within 100, with composing a ten, in a way that makes sense to them.

In previous lessons, students added within 100 using place value understanding and properties of operations. They described adding tens to tens and ones to ones without composing a new ten. In previous units, students added within 20 using methods such as counting on, making ten, or using known facts.

In this lesson, students add a one-digit number to a two-digit number in a way that makes sense to them. Students explain their own methods and connect different methods. Students may notice that the value of the sum has more tens than the two-digit addend and connect this to methods that explicitly show composing a new unit of ten from 10 ones.

Activity 3 is an optional activity that encourages students to consider contexts in which we need to add a two-digit and a one-digit number. When students contextualize and decontextualize addition expressions, they reason abstractly and quantitatively (MP2).

Access for:

Students with Disabilities

- Action and Expression (Activity 1)

English Learners

- MLR8 (Activity 2)

Instructional Routines

5 Practices (Activity 1), How Many Do You See? (Warm-up)

Materials to Gather

- Connecting cubes in towers of 10 and singles: Activity 1, Activity 2, Activity 3

Lesson Timeline

Warm-up	10 min
Activity 1	20 min
Activity 2	20 min
Activity 3	15 min
Lesson Synthesis	10 min

Materials to Copy

- Add Em' Up Cards (2-digit and 1-digit numbers to 100) (groups of 2): Activity 2

Teacher Reflection Question

Reflect on who participated in math class today. What assumptions are you making about those who did not participate? How can you leverage each of your students' ideas to support them in being seen and heard in tomorrow's math class?

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

 0 min

Unit 5, Section B Checkpoint

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Student-facing Task Statement

Lesson observations

Student Responses

- Add within 100 by counting on.
- Make a ten to add within 100.
- Add within 100 by combining ones and ones.
- Explain their addition method orally in a way others will understand.
- Represent their addition method on paper in a way others will understand.