

Lesson 8: Different Representations of Tens and Ones

Standards Alignments

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

- Let's think about how two-digit numbers can be shown.

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

Materials to Copy

- Representations of Tens and Ones (groups of 2): Activity 2

- Connecting cubes in towers of 10 and singles: Activity 1, Activity 2
- Grab and Count Stage 2 Recording Sheet (groups of 1): Activity 3

Lesson Timeline

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)

 0 min

Unit 4, Section B Checkpoint

Standards Alignments

Addressing 1.NBT.B.2

Student-facing Task Statement

Lesson observations

Student Responses

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