# Lesson 9: Muéstrame tu número

### Standards Alignments

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| --- | --- |
| Addressing | 1.NBT.A.1, 1.NBT.B.2, 1.NBT.C.4, 1.NBT.C.6, 1.OA.A.1, 1.OA.C.5, 1.OA.C.6 |

### Teacher-facing Learning Goals

* Represent the base-ten structure of two-digit numbers with drawings, words, and addition expressions.

### Student-facing Learning Goals

* Mostremos números de diferentes formas.

### Lesson Purpose

The purpose of this lesson is for students to represent the base-ten structure of two-digit numbers with drawings, words, and addition expressions that show the value of the tens and ones.

In previous lessons, students interpreted different ways to represent a two-digit number as some tens and some ones. In this lesson, students create a collection with connecting cubes to represent a two-digit number and use what they have learned in previous lessons to represent the collection in as many ways as they can. They participate in a gallery walk in which they observe other collections, represent the collections in as many ways as they can, and compare their representations with their partner.

### Access for:

###  Students with Disabilities

* Action and Expression (Activity 1)

### Instructional Routines

MLR7 Compare and Connect (Activity 2), Which One Doesn’t Belong? (Warm-up)

### Materials to Gather

* Connecting cubes in towers of 10 and singles: Activity 1
* Materials from a previous activity: Activity 2
* Materials from previous centers: Activity 3
* Number cards 0–10: Activity 1

### 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 unfinished learning or misunderstandings do your students have about representing tens and ones? How did you leverage those misconceptions in a positive way to further the understanding of the class?

## Cool-down

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

Unidad 4, punto de chequeo de la sección B

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 1.NBT.B.2 |

### Student-facing Task Statement

Lesson observations

### Student Responses

* Describe a two-digit number as made up of \_\_\_\_\_ tens \_\_\_\_\_ ones.
* Represent a number in more than one way (drawings, numbers, words, expressions).
* Recognize different base-ten representations of the same number.