

Lesson 9: Muéstrame tu número

Standards Alignments

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)

 0 min

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.