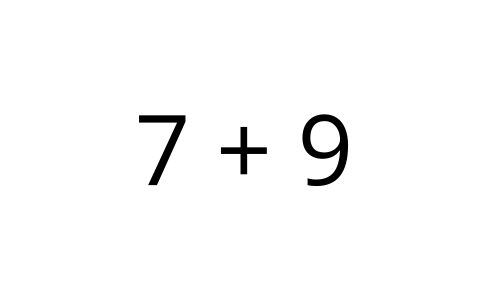
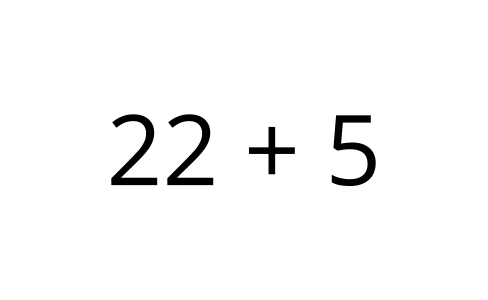
## Lesson 7: Does it Make a New Ten?

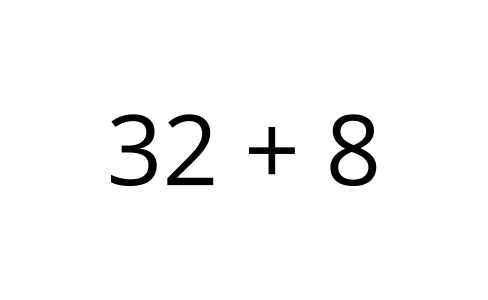
* Let’s add one-digit and two-digit numbers and write equations.

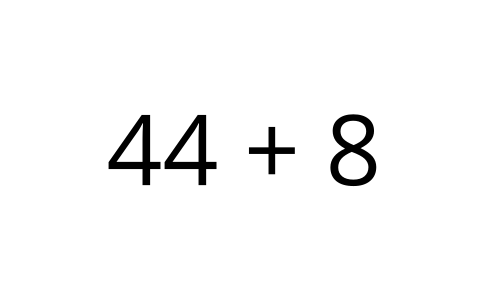
### Warm-up: Which One Doesn’t Belong: Expressions

Which one doesn’t belong?

A

B

C

D

### 7.1: A Ten or Not a Ten?

Jada likes to look for ways to make a new ten when she adds. Would she be able to a make a new ten when she adds to find the value of these sums?  
If Jada could make a new ten, circle “Yes.”  
If Jada could not make a new ten, circle “No.”

1. Does the expression make a new ten?

* Yes
* No
* 
* Explain how you know.
* Find the value.
* Write equations to show how you found the value of the sum.

1. Does the expression make a new ten?

* Yes
* No
* 
* Explain how you know.
* Find the value.
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1. Does the expression make a new ten?

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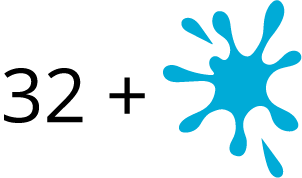
1. Does the expression make a new ten?

* Yes
* No
* 
* Explain how you know.
* Find the value.
* Write equations to show how you found the value of the sum.

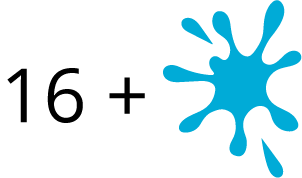
### 7.2: Missing Numbers

Lin’s brother spilled water on her math work!  
Figure out what number Lin wrote before it got smudged.

1. Lin wrote a one-digit number with which you *can* make a new ten when you find the value of the sum.

* 
* What could Lin’s number be?  
  Write equations to show your thinking.

1. Lin wrote a one-digit number with which you *can not* make a new ten when you find the value of the sum.

* 
* What could Lin’s number be?  
  Write equations to show your thinking.

1. Lin wrote a two-digit number with which you *can* make a new ten when you find the value of the sum.

* 
* What could Lin’s number be?  
  Write equations to show your thinking.

1. Lin wrote a two-digit number with which you *can not* make a new ten when you find the value of the sum.

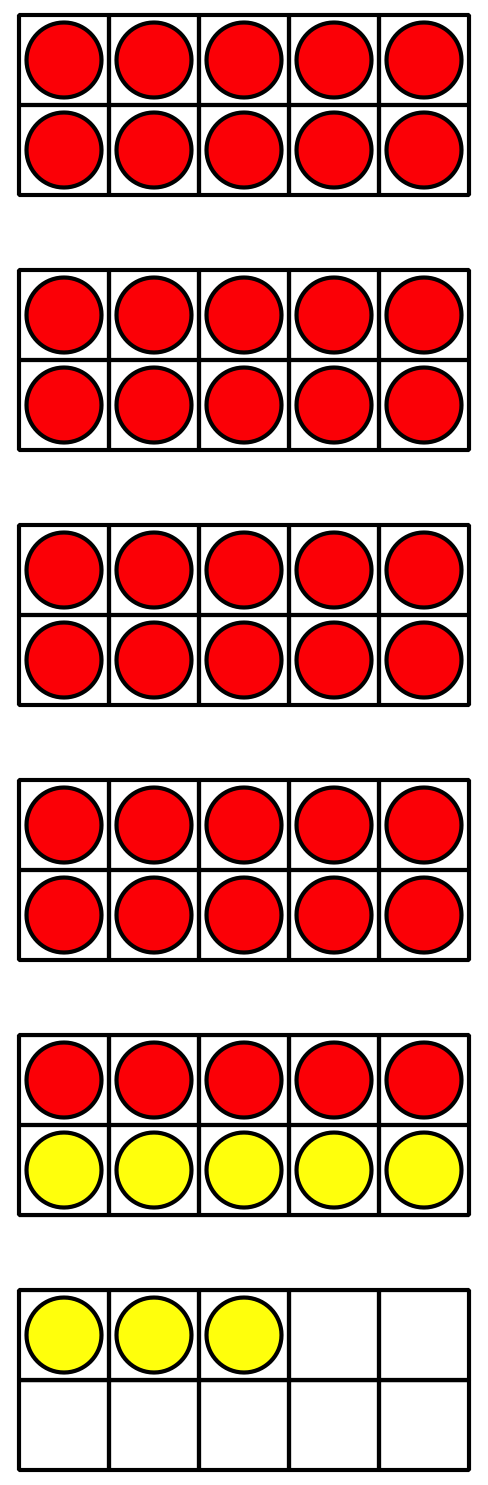
* 
* What could Lin’s number be?  
  Write equations to show your thinking.

1. How do you know whether or not you can make a new ten when you are finding the value of a sum?

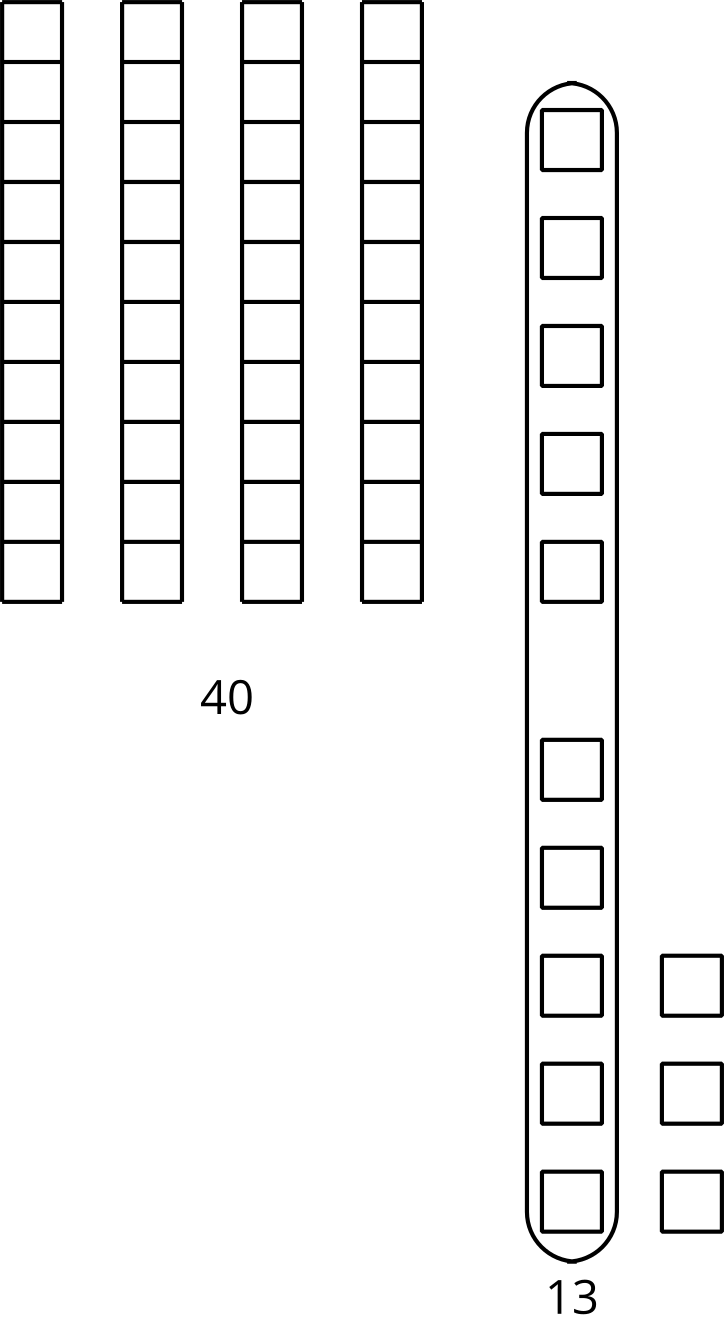
### Section Summary

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We added one-digit numbers and two-digit numbers.  
We used different methods to add.  
We learned you can think of counting on to make a new ten.



We also saw you can think of adding all the ones and then the tens.  
Sometimes when you add the ones you might be able to make a new ten.





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