

Lesson 1: Sumemos decenas o unidades

Standards Alignments

Addressing 1.NBT.A.1, 1.NBT.B.2, 1.NBT.C.4

Building Towards 1.NBT.C.4

Teacher-facing Learning Goals

- Add tens or ones to two-digit numbers, without composing a ten, in a way that makes sense to them.

Student-facing Learning Goals

- Sumemos decenas y unidades a números de dos dígitos.

Lesson Purpose

The purpose of this lesson is for students to add tens or ones to two-digit numbers, without composing a ten, in a way that makes sense to them.

In a previous unit, students added within 20, including adding one-digit numbers and teen numbers. Students also added multiples of 10 and two-digit numbers within 100, using place value reasoning. In this lesson, students think about how two-digit numbers change when they add only ones or only tens. For example, in $24 + 3 = 27$ students notice that the digit in the ones place changes when 3 is added to 24, while the digit in the tens place does not. In $24 + 30 = 54$, students notice that the digit in the tens place changes, when 30 is added to 24 while the digit in the ones place does not. This lesson provides an opportunity for teachers to formatively assess student's work with addition from previous units.

Access for:

Students with Disabilities

- Representation (Activity 1)

English Learners

- MLR2 (Activity 1)

Instructional Routines

How Many Do You See? (Warm-up)

Materials to Gather

- Connecting cubes in towers of 10 and singles: Activity 1, Activity 2
- Number cards 0–10: Activity 1

- Paper clips (2-inch): Activity 1

Lesson Timeline

Warm-up	10 min
Activity 1	20 min
Activity 2	15 min
Lesson Synthesis	10 min
Cool-down	5 min

Teacher Reflection Question

How does the work of this lesson prepare students for adding 2 two-digit numbers in the next lesson?

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

 5 min

Suma un número de un dígito y un número de dos dígitos

Standards Alignments

Addressing 1.NBT.C.4

Student-facing Task Statement

Encuentra el número que hace que la ecuación sea verdadera. Muestra cómo pensaste. Usa dibujos, números o palabras.

1. $5 + 52 = \square$

2. $50 + 29 = \square$

Student Responses

57. Sample response: Draws 5 tens and circles them. Writes 50. Draws 2 ones and 5 more ones. Counts on, 51, 52, 53, 54, 55, 56, 57.
79. Sample response: Draws 5 tens and 2 tens and circles them. Writes 70. Draws 9 ones and writes 9. $70 + 9 = 79$.