# Lesson 7: Numbers With Tens and Ones

### 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

* Read two-digit numbers.
* Understand any two-digit number as composed of tens and ones.

### Student-facing Learning Goals

* Let’s learn more about tens and ones.

### Lesson Purpose

The purpose of this lesson is for students to understand that two-digit numbers are composed of tens and ones.

In the previous lesson, students considered different ways to organize, count, and represent a collection of 52 objects.

In this lesson, students generalize the base-ten structure to all two-digit numbers. They read these numbers and consider how they are made up of tens and ones. At this time, students do not need to write two-digit numbers because they will do so in a later lesson.

### Access for:

### Students with Disabilities

* Action and Expression (Activity 2)

### English Learners

* MLR8 (Activity 2)

### Instructional Routines

Notice and Wonder (Warm-up)

### Materials to Gather

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

### Materials to Copy

* Make It, Two-Digit Numbers Recording Sheet Number, Drawing, Words (groups of 1): Activity 1

### Required Preparation

* Create a poster with the number 6 in the tens place and a sticky note to the right of the 6 for the Lesson Synthesis.

### Lesson Timeline

|  |  |
| --- | --- |
| Warm-up | 10 min |
| Activity 1 | 15 min |
| Activity 2 | 10 min |
| Activity 3 | 15 min |
| Lesson Synthesis | 10 min |

### Teacher Reflection Question

What opportunities are you giving students to reflect on their understanding of the mathematical content?

## Cool-down

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

Unit 4, Section B Checkpoint

### 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).