

Date: 2/17

Standards:

**1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones.

**1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models of drawings and strategies based on place value, properties of operations; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Standard for Mathematical Practice:

SMP4: Model with Mathematics

SMP5: Use appropriate tools strategically.

SMP7: Look for and make use of structure (place value).

SMP8: Look for and express regularity in repeated reasoning (pattern in adding multiples of 10).

K: Place value

Value vs. digits

Tens & ones

Expanded form

U: Students will understand that only like things can be added (tens+tens, ones+ones)

Students will understand that numbers can be broken apart to make addition more clear: $28+12 = 28 +10 + 2$

Students will understand that different strategies can be used to solve the same problem

D: The students will be able to verbally explain how they solved a 2-digit addition problem

The students will be able to model strategies to solve a 2-digit addition problem

The students will be able to show the role of place value in 2-digit addition (tens+tens, ones+ones)

Whole Class:

1. Review addition of 2 digit numbers with base 10 blocks.
2. Using magnetic base 10 blocks on the board, model 2 digit addition problem.
3. Explain that base 10 blocks can be recorded on paper by use of tallies:  
Show tallies
4. Lift each magnetic base 10 block and record tally under.

5. Count tallies to solve.
6. Repeat with a few problems to check for understanding prior to partner work.

**Partner Work:**

Use base 10 blocks to show a math problem, then record it with tallies on white boards or paper. Switch with partner to solve (students can reverse process with base 10 blocks if needed).

**Formative Assessment/ Check for Understanding: Observation on white boards or paper**