Date: 2/15

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:
SMP5: Use appropriate tools strategically.
SMP6: Attend to precision.
SMP7: Look for and make use of structure (place value).

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

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 modeling numbers with Base 10 (28, 54, 13… leave 13 move to top of work mat)
2. Now show me 40. If we added these, what would you do and how did you figure it out? (Repeat)
3. As students build numbers, have 1 student show it on the Hundreds chart to connect the two methods.
4. Model the open number line in conjunction the first time, then have students take turns modeling the three strategies.

Small Group:

Groups of 3: base-10 blocks, Hundreds chart and Open number line. Rotate roles explaining what they did to compare final answers.
Readiness groups to change problem challenge. Some 2-digit plus 10, some 2-digit plus multiple of 10, some any 2-digits plus any 2-digit.

Individual:
Given a single problem, show addition with Base-10 blocks plus one other method of their choice

Formative Assessment/ Check for Understanding: Individual task