Lesson 2

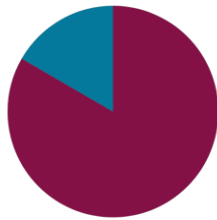## Objective: Practice making the next ten and adding to a multiple of ten.

Suggested Lesson Structure

☐ Fluency Practice   (50 minutes)

■ Student Debrief   (10 minutes)

   Total Time   **(60 minutes)**

Fluency Practice (50 minutes)

- The Value of Tens and Ones   **2.OA.2**   (4 minutes)
- Happy Counting the Say Ten Way **2.OA.2**   (10 minutes)
- Sprint: Add Tens and Ones **2.OA.2**   (18 minutes)
- Target Practice: Within 10 **2.OA.2**   (10 minutes)
- Make the Next Ten **2.OA.2**   (8 minutes)

The Value of Tens and Ones (4 minutes)

Note: This activity reviews representing two-digit numbers with quick tens and ones in preparation for upcoming work within the module.

   T: Tell me the total value of my tens and ones when I give the signal.

(Draw 1 quick ten and 7 ones.)

S: 17.

T: The Say Ten way?

S: 1 ten 7.

T: Say the addition sentence to add the ten and ones.

S: 10 + 7 = 17.

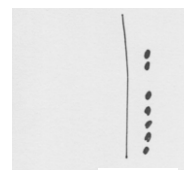T: (Draw 2 tens and 2 ones. Give the signal.) Tell me the total value.
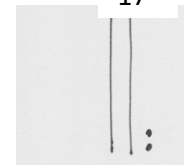
S: 22.

T: The Say Ten way?

S: 2 tens 2.

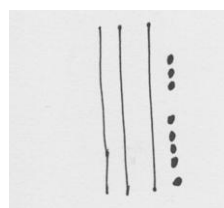T: Say the addition sentence starting with the larger number.
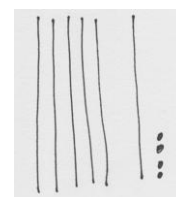
S: 20 + 2 = 22.

Continue the process using the following possible sequence: 29, 32, 38, 61, 64, 72, 81, 99, and 100.

17

22

38   64

Happy Counting the Say Ten Way (10 minutes)

Materials: (T) 100-bead Rekenrek, Hide Zero cards (Fluency Template)

Note: Repeating a similar fluency activity two days in a row gives students confidence and allows them to build proficiency.

Part 1: Say Ten Counting with the Rekenrek and Hide Zero Cards

T: (Show 11 with the Hide Zero cards. Pull them apart to show the 10 and the 1. Repeat silently with 15 and 19.)

T: (Show 12 with Hide Zero cards.) Say the number the regular way?

S: 12.

T: (Pull cards apart.) The Say Ten way?

S: Ten 2.

T: (Show 13.) The Say Ten way?

S: Ten 3.

T: The regular way?

S: 13.

T: Let's Say Ten count starting from 15 using the Rekenrek.

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                     of ten.

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(To show 15, pull to the left a row of ten and a second row of five.)

> T: Count the beads on the left the Say Ten way. (Show 15 beads.)
>
> S: Ten 5, ten 6, ten 7, ten 8, ten 9.
>
> T: 2 tens (show two rows of ten beads pulled to the left), and the pattern begins again.
>
> S: 2 tens 1, 2 tens 2, 2 tens 3, 2 tens 4, 2 tens 5.
>
> T: Let's start with a new number. (Move beads to show 47.)
>
> T: How much do I have?
>
> S: 47.
>
> T: What is 47 the Say Ten way? (Pictured to the right.)
>
> S: 4 tens 7.

For about 2 minutes, students count up and down within 100. Each 20 to 30 seconds, begin a new counting sequence starting from a larger decade. While moving up and down, cross over tens frequently (e.g., 38, 39, 40, 41, 40, 39 or 83, 82, 81, 80, 79, 78, 79, 80, 81) as this is more challenging, especially counting down.

Part 2: Happy Counting

> T: Follow my hand as we Happy Count. Watch my thumb.
>
> T: Let's start at 2 tens 8. (Stop before students start to lose enthusiasm, after about 1 minute.)
>
> T: Excellent! Try it with your partner. Partner A, you are the teacher today. I'll give you 30 seconds.

To segue to the Sprint in the following activity, ask students to share the number sentences for the following numbers.

> T: Let's share number sentences that break apart two-digit numbers into tens and ones. (Show 28 on the Rekenrek and with Hide Zero cards.) I say 2 tens 8, and you say 20 + 8 = 28. (Break apart Hide Zero cards to show 20 and 8.)
>
> T: 2 tens 8.
>
> S: 20 + 8 = 28.
>
> T: (Write 20 + 8 = 28.)

For students who are performing significantly below grade level and were unable to work past the first 10 questions in Lesson 1, perhaps let them do "Add a Ten and Some Ones" again today, this time with drawings or materials.

> T: 5 tens 3.
>
> S: $50 + 3 = 53$.
>
> T: (Write $50 + 3 = 53$.)

Use the following suggested sequence: 36, 19, 58, 77, 89, 90.

Sprint: Add Tens and Ones (18 minutes)

Materials: (S) Add Tens and Some Ones Sprint

Note: This Sprint brings automaticity back with the *tens plus* sums, which are foundational for adding within 100 and expanded form.

Target Practice: Within 10 (10 minutes)

Materials: (S) Per set of partners: personal white board, target practice (Lesson 1 Fluency Template 3), 1 numeral die

For students who have mastered partners within 10, assign numbers within 20 as the target number.

Note: Decomposition of single-digit numbers and 10 is a foundational skill for fluency with sums and differences to 20.

Assign Partner A and Partner B. Students write their choice of target number in the circle at the top right of the Target Practice template.

- Partner A rolls the die.
- Partner A writes the number rolled in the circle at the end of one of the arrows.
- Partner B makes a bull's eye by writing the number in the other circle that is needed to make the target.

Adjust the target number as appropriate for each pair of students, focusing on totals of 6, 7, 8, 9, and 10. If the pair demonstrates fluency, challenge them to move into teen numbers!

Make the Next Ten (8 minutes)

Note: This is a foundational skill for mastery of sums and differences to 20. If students do not know their partners to 10, do not advance to making multiples of ten.

T: I'll say a number, and you tell me what it needs to make the next 10.

T: 8. Get ready.

S: 2.

T: 28.

S: 2.

T: 58.

S: 2.

Continue the process using the following possible sequence: 7, 27, 67, 87.

T: With your partner, take turns saying pairs to make 10, 20, 30, 40, 50, 60, 70, 80, 90, or 100. It's your choice. Partner A, you will go first for now.

After about 30 seconds, have partners switch roles. Keep it fun and joyful!

Student Debrief (10 minutes)

Lesson Objective: Practice making the next ten and adding to a multiple of ten.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Guide students in a conversation to debrief today's lesson.

Any combination of the questions below may be used to lead the discussion.

- How does knowing 10 + 3 help us with 50 + 3?
- How does knowing that 8 needs 2 to make ten help us know how to get from 28 to the next ten?
- How are Hide Zero cards and the Rekenrek similar? How are they different?
- What learning today did you remember from last year?

- Can you figure out the math goal of today's lesson? What name would you give this lesson?
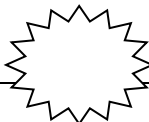
Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

A

Name _____   Date _____

Add Tens and Ones

1.	10 + 3 =_____	16.	10 + _____ = 13 Number Correct:
2.	20 + 2 =_____	17.	40 + _____ = 42
3.	30 + 4 =_____	18.	60 + _____ = 61
4.	50 + 3 =_____	19.	70 + _____ = 75
5.	20 + 5 =_____	20.	80 + _____ = 83
6.	50 + 5 =_____	21.	60 + 9 =_____
7.	_____ = 40 + 1	22.	80 + 9 =_____
8.	_____ = 20 + 4	23.	80 + ___ = 86
9.	_____ = 20 + 3	24.	90 + ___ = 97

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10.	_____ = 30 + 5	25.	___ + 6 = 76
11.	_____ = 40 + 5	26.	___ + 6 = 86
12.	30 + 6 =_____	27.	86 = ___ + 6
13.	20 + 9 =_____	28.	___ + 60 = 67
14.	40 + 7 =_____	29.	95 = ___ + 90
15.	50 + 8 =_____	30.	97 = 7 + ___

Name _____   Date _____

Add Tens and Ones

B 1.	10 + 2 =_____	16. Improvement: _____	10 + _____ = 12 Number
2.	20 + 3 =_____	17.	40 + _____ = 42
3.	30 + 4 =_____	18.	60 + _____ = 61
4.	50 + 4 =_____	19.	70 + _____ = 75
5.	40 + 5 =_____	20.	80 + _____ = 83
6.	50 + 1 =_____	21.	70 + 8 =_____
7.	_____ = 50 + 1	22.	80 + 8 =_____
8.	_____ = 20 + 4	23.	70 + ___ = 76
9.	_____ = 20 + 2	24.	90 + ___ = 99

10.	_____ = 30 + 5	25.	____ + 8 = 78
11.	_____ = 40 + 3	26.	____ + 6 = 96
12.	30 + 7 =_____	27.	86 = ____ + 6
13.	20 + 8 =_____	28.	____ + 60 = 67
14.	40 + 9 =_____	29.	95 = ____ + 90
15.	50 + 6 =_____	30.	97 = 7 + ____

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Name _____   Date _____

Solve.

1.

$10 + 3 = $ _____

$30 + 4 = $ _____

$60 + 5 = $ _____

$90 + 1 = $ _____

2.

_____ $= 10 + 7$

_____ $= 20 + 9$

_____ $= 70 + 6$

_____ $= 90 + 8$

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Name _____   Date _____

1. Add or subtract. Draw a number bond for (b).

a. 6 + 2 = _____

    2 + 6 = _____

    8 – 2 = _____

    8 – 6 = _____
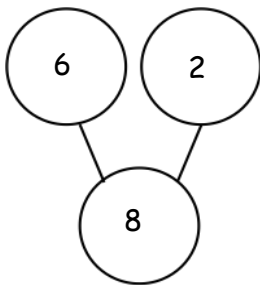
b. _____ = 3 + 5

    _____ = 5 + 3

    _____ = 8 – 3

    _____ = 8 – 5

2. Solve.

20 + 4 = _____

40 + 3 = _____

70 + 2 = _____

80 + 5 = _____

_____ = 20 + 9

_____ = 40 + 8

_____ = 50 + 6

_____ = 90 + 7

3. Solve.

14 = 10 + _____

23 = 20 + _____

71 = 70 + _____

82 = 80 + _____

19 = _____ + 9

29 = _____ + 9

78 = _____ + 8

87 = _____ + 7

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Name _____   Date _____

Number Bond Dash

Do as many as you can in 90 seconds. Write the number of bonds you finished here:

1.

9
8 ☐

2.

9
7 ☐

3.

9
8 ☐

4.

9
7 ☐

5.

9
9 ☐

6.

9
☐ 6

7.

9
☐ 7

8.

9
☐ 6

9.

9
☐ 5

10.

9
☐ 1

11.

9
8 ☐

12.

9
1 ☐

13.

9
7 ☐

14.

9
2 ☐

15.

9
6 ☐

16.

9
☐ 5

17.

9
☐ 6

18.

9
☐ 7

19.

9
☐ 2

20.

9
☐ 3

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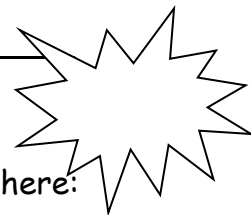
1

1	0	0	1	0	1
2	0	0	2	0	2
3	0	0	3	0	3
4	0	0	4	0	4
5	0	0	5	0	5
6	0	0	6	0	6

1 Hide Zero cards

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7 0 0	7 0	7
8 0 0	8 0	8
9 0 0	9 0	9

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2 Hide Zero cards

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