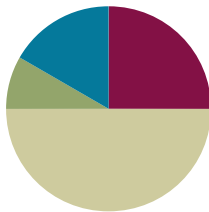# Lesson 3

Objective: Use the place value chart to record and name tens and ones within a two-digit number up to 100.

Suggested Lesson Structure

■ Application Problem   (5 minutes)
■ Fluency Practice   (15 minutes)
■ Concept Development   (30 minutes)
■ Student Debrief   (10 minutes)
   Total Time   **(60 minutes)**

Application Problem (5 minutes)

Tamra has 4 more goldfish than Peter. Peter has 10 goldfish. How many goldfish does Tamra have?

Note: Throughout Module 6, the Application Problem comes before the Fluency Practice so that the core fluency can move directly into the operations with two-digit numbers. Today's Application Problem continues students' practice with the *compare with bigger unknown* problem type, which was part of Lesson 2's objective.
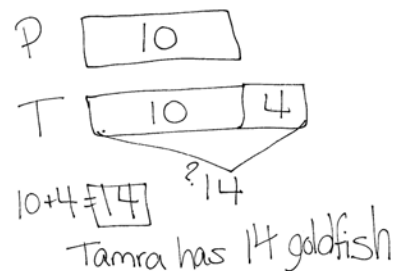
Fluency Practice (15 minutes)

▪ Grade 1 Core Fluency Sprint **1.OA.6**   (10 minutes)
▪ Subtraction with Cards **1.OA.6**   (5 minutes)

Grade 1 Core Fluency Sprint (10 minutes)

Materials: (S) Core Fluency Sprints

Note: Choose an appropriate Sprint based on the needs of the class. For today's movement-counting between Sprints A and B, consider practicing counting the Say Ten way to prepare students for today's lesson. Follow the suggested counting pattern: Count by ones from 37 to 52 and back, and then count by tens from 87 to 107 and back.

Core Fluency Sprint List:

- Core Addition Sprint 1 (targeting core addition and missing addends)
- Core Addition Sprint 2 (targeting the most challenging addition within 10 and beyond 10)
- Core Subtraction Sprint (targeting core subtraction)
- Core Fluency Sprint: Totals of 5, 6, and 7 (developing understanding of the relationship between addition and subtraction)
- Core Fluency Sprint: Totals of 8, 9, and 10 (developing understanding of the relationship between addition and subtraction)

> **NOTES ON MULTIPLE MEANS OF REPRESENTATION:**
>
> Differentiating Sprints for students helps meet the needs of the class. Adjust them to suit specific learning needs so students feel successful and do not show frustration while completing them.

Subtraction with Cards (5 minutes)

Materials: (S) 1 pack of numeral cards 0–10 per set of partners (Fluency Template)

Note: This review activity strengthens students' ability to subtract within 10, which supports their work decomposing numbers in future lessons within the module.

- Students combine their digit cards and place them facedown between them.
- Each partner flips over two cards and subtracts the smaller number from the larger one.
- The partner with the smallest difference keeps the cards played by both players in that round.
- If the differences are equal, the cards are set aside, and the winner of the next round keeps the cards from both rounds.
- A player wins by having the most cards when the time is up.

Concept Development (30 minutes)

Materials: (T) Hide Zero cards (Template 1), chart paper (S) 4 ten-sticks from personal math toolkit, personal white board, place value chart (Template 2)

Students sit at their desks with their materials.

T: (Show 47 using Hide Zero cards.) What number am I showing?

S: 47.

T: When I pull apart these Hide Zero cards, 47 will be in two parts. What will they be?

S: 40 and 7.

T: (Write 40 and 7 on the board.) You're right! Explain to your partner why we don't see 40 but just the digit 4. (Listen as partners explain their thinking to each other.)

S: When you pull apart the cards, you'll see the 0 hiding behind 7. → 4 stands for 40 because it's in the tens place. 7 stands for just 7 ones.

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| Lesson 3: | Use the place value chart to record and name tens and ones within a two-digit number up to 100. |

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T: (Pull apart 47 into 40 and 7.) You are right! Show me 47 using quick ten drawings. Count out each ten, and add on each of the ones the Say Ten way as you draw them.

S: 1 ten, 2 tens, 3 tens, 4 tens, 4 tens 1, 4 tens 2, …, 4 tens 7.

T: How many tens did you draw?

S: 4 tens.

T: How many ones did you draw?

S: 7 ones.

T: Let's fill in the place value chart. How many tens are in 47?

S: 4 tens.

T: Let's write 4 in the…?

S: Tens place. (Fill in 4.)

T: How many ones are in 47?

S: 7 ones.

T: Let's write 7 in the…?

S: Ones place. (Fill in 7.)

> **NOTES ON MULTIPLE MEANS OF ENGAGEMENT:**
>
> Provide challenging extensions for students. Give clues with tens and ones, and have students guess the number. For example, "What number is made up of …?"
>
> 2 tens and 23 ones, 6 tens and 35 ones, 1 ten and 47 ones, 9 tens and 14 ones, etc.

Repeat the process with the following suggested sequence: 57, 67, 86, 68, 95, and 100.

MP.4

T: (Write 64 on the place value chart.) What does the digit 6 stand for?

S: 6 tens.

T: 6 tens is the same as…?

S: 60.

T: What does the digit 4 stand for?

S: 4 ones.

T: What is 6 tens and 4 ones, or 60 and 4?

S: 64.

Repeat the process using the following sequence: 74, 84, 93, 73, 65, 56, 79, 97, and 100.
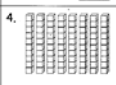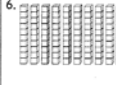
Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

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Lesson 3: Use the place value chart to record and name tens and ones within a two-digit number up to 100.

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Student Debrief (10 minutes)

Lesson Objective: Use the place value chart to record and name tens and ones within a two-digit number up to 100.

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

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

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

- Look at your answers for Problems 1 and 7. What is the difference between these two numbers? Explain how you know.
- For Problem 3, a student said there are 87 cubes. Is he correct? How can you help this student so he understands place value correctly?
- Using a quick ten drawing or your Hide Zero cards, explain how you solved Problem 9(j).
- Look at Problem 9(b). What must we add to 46 to get 5 tens and 0 ones?
- Think about the movement-counting we did between our two Sprints today. How can counting the Say Ten way help you think about the tens and ones in two-digit numbers? Use an example as you share your explanation.
- Look at your Application Problem. How did you solve the problem? Which problem from yesterday is this problem most like?

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

Number Correct: _____
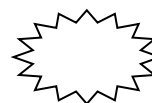
Name _____   Date _____

*Write the unknown number. Pay attention to the symbols.

1.	4 + 1 = _____	16.	4 + 3 = _____
2.	4 + 2 = _____	17.	_____ + 4 = 7
3.	4 + 3 = _____	18.	7 = _____ + 4
4.	6 + 1 = _____	19.	5 + 4 = _____
5.	6 + 2 = _____	20.	_____ + 5 = 9
6.	6 + 3 = _____	21.	9 = _____ + 4
7.	1 + 5 = _____	22.	2 + 7 = _____
8.	2 + 5 = _____	23.	_____ + 2 = 9
9.	3 + 5 = _____	24.	9 = _____ + 7
10.	5 + _____ = 8	25.	3 + 6 = _____
11.	8 = 3 + _____	26.	_____ + 3 = 9
12.	7 + 2 = _____	27.	9 = _____ + 6
13.	7 + 3 = _____	28.	4 + 4 = _____ + 2
14.	7 + _____ = 10	29.	5 + 4 = _____ + 3
15.	_____ + 7 = 10	30.	_____ + 7 = 3 + 6

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Lesson 3: Use the place value chart to record and name tens and ones within a two-digit number up to 100.

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B

Name _____   Date _____

*Write the unknown number. Pay attention to the symbols.

1.	5 + 1 = _____	16.	2 + 4 = _____
2.	5 + 2 = _____	17.	_____ + 4 = 6
3.	5 + 3 = _____	18.	6 = _____ + 4
4.	4 + 1 = _____	19.	3 + 4 = _____
5.	4 + 2 = _____	20.	_____ + 3 = 7
6.	4 + 3 = _____	21.	7 = _____ + 4
7.	1 + 3 = _____	22.	4 + 5 = _____
8.	2 + 3 = _____	23.	_____ + 4 = 9
9.	3 + 3 = _____	24.	9 = _____ + 5
10.	3 + _____ = 6	25.	2 + 6 = _____
11.	_____ + 3 = 6	26.	_____ + 6 = 9
12.	5 + 2 = _____	27.	9 = _____ + 2
13.	5 + 3 = _____	28.	3 + 3 = _____ + 4
14.	5 + _____ = 8	29.	3 + 4 = _____ + 5
15.	_____ + 3 = 8	30.	_____ + 6 = 2 + 7

Number Correct: _____

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Lesson 3:   Use the place value chart to record and name tens and ones within a two-digit number up to 100.

engage^ny   **48**

A

Name _____   Date _____

Number Correct: ⬡
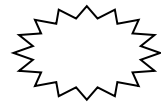
*Write the unknown number. Pay attention to the equal sign.

1.	5 + 2 = _____	16.	_____ = 5 + 4
2.	6 + 2 = _____	17.	_____ = 4 + 5
3.	7 + 2 = _____	18.	6 + 3 = _____
4.	4 + 3 = _____	19.	3 + 6 = _____
5.	5 + 3 = _____	20.	_____ = 2 + 6
6.	6 + 3 = _____	21.	2 + 7 = _____
7.	_____ = 6 + 2	22.	_____ = 3 + 4
8.	_____ = 2 + 6	23.	3 + 6 = _____
9.	_____ = 7 + 2	24.	_____ = 4 + 5
10.	_____ = 2 + 7	25.	3 + 4 = _____
11.	_____ = 4 + 3	26.	13 + 4 = _____
12.	_____ = 3 + 4	27.	3 + 14 = _____
13.	_____ = 5 + 3	28.	3 + 6 = _____
14.	_____ = 3 + 5	29.	13 + _____ = 19
15.	_____ = 3 + 4	30.	19 = _____ + 16

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Lesson 3: Use the place value chart to record and name tens and ones within a two-digit number up to 100.

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49

B

Name _____   Date _____

Number Correct: ⬡
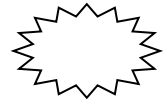
*Write the unknown number. Pay attention to the equal sign.

1.	4 + 3 = _____	16.	_____ = 6 + 3
2.	5 + 3 = _____	17.	_____ = 3 + 6
3.	6 + 3 = _____	18.	5 + 4 = _____
4.	6 + 2 = _____	19.	4 + 5 = _____
5.	7 + 2 = _____	20.	_____ = 2 + 7
6.	5 + 4 = _____	21.	2 + 6 = _____
7.	_____ = 4 + 3	22.	_____ = 3 + 4
8.	_____ = 3 + 4	23.	4 + 5 = _____
9.	_____ = 5 + 3	24.	_____ = 3 + 6
10.	_____ = 3 + 5	25.	2 + 7 = _____
11.	_____ = 6 + 2	26.	12 + 7 = _____
12.	_____ = 2 + 6	27.	2 + 17 = _____
13.	_____ = 7 + 2	28.	4 + 5 = _____
14.	_____ = 2 + 7	29.	14 + _____ = 19
15.	_____ = 7 + 2	30.	19 = _____ + 15

A

Number Correct: _____
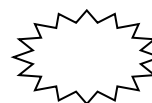
Name _____   Date _____

*Write the unknown number. Pay attention to the symbols.

1.	6 – 1 = _____	16.	8 – 2 = _____
2.	6 – 2 = _____	17.	8 – 6 = _____
3.	6 – 3 = _____	18.	7 – 3 = _____
4.	10 – 1 = _____	19.	7 – 4 = _____
5.	10 – 2 = _____	20.	8 – 4 = _____
6.	10 – 3 = _____	21.	9 – 4 = _____
7.	7 – 2 = _____	22.	9 – 5 = _____
8.	8 – 2 = _____	23.	9 – 6 = _____
9.	9 – 2 = _____	24.	9 – _____ = 6
10.	7 – 3 = _____	25.	9 – _____ = 2
11.	8 – 3 = _____	26.	2 = 8 – _____
12.	10 – 3 = _____	27.	2 = 9 – _____
13.	10 – 4 = _____	28.	10 – 7 = 9 – _____
14.	9 – 4 = _____	29.	9 – 5 = _____ – 3
15.	8 – 4 = _____	30.	_____ – 6 = 9 – 7

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Lesson 3:   Use the place value chart to record and name tens and ones within a two-digit number up to 100.

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B

Number Correct: _____
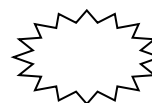
Name _____   Date _____

*Write the unknown number. Pay attention to the symbols.

1.	5 – 1 = _____	16.	6 – 2 = _____
2.	5 – 2 = _____	17.	6 – 4 = _____
3.	5 – 3 = _____	18.	8 – 3 = _____
4.	10 – 1 = _____	19.	8 – 5 = _____
5.	10 – 2 = _____	20.	8 – 6 = _____
6.	10 – 3 = _____	21.	9 – 3 = _____
7.	6 – 2 = _____	22.	9 – 6 = _____
8.	7 – 2 = _____	23.	9 – 7 = _____
9.	8 – 2 = _____	24.	9 – _____ = 5
10.	6 – 3 = _____	25.	9 – _____ = 4
11.	7 – 3 = _____	26.	4 = 8 – _____
12.	8 – 3 = _____	27.	4 = 9 – _____
13.	5 – 4 = _____	28.	10 – 8 = 9 – _____
14.	6 – 4 = _____	29.	8 – 6 = _____ – 7
15.	7 – 4 = _____	30.	_____ – 4 = 9 – 6

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Lesson 3:   Use the place value chart to record and name tens and ones within a two-digit number up to 100.

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A

Name _____   Number Correct: ⟨sunburst⟩

Date _____

*Write the unknown number. Pay attention to the symbols.

1.	2 + 3 = _____	16.	3 + 3 = _____
2.	3 + _____ = 5	17.	6 – 3 = _____
3.	5 – 3 = _____	18.	6 = _____ + 3
4.	5 – 2 = _____	19.	2 + 5 = _____
5.	_____ + 2 = 5	20.	5 + _____ = 7
6.	1 + 5 = _____	21.	7 – 2 = _____
7.	1 + _____ = 6	22.	7 – 5 = _____
8.	6 – 1 = _____	23.	7 = _____ + 5
9.	6 – 5 = _____	24.	3 + 4 = _____
10.	_____ + 5 = 6	25.	4 + _____ = 7
11.	4 + 2 = _____	26.	7 – 4 = _____
12.	2 + _____ = 6	27.	7 = _____ + 3
13.	6 – 2 = _____	28.	3 = 7 – _____
14.	6 – 4 = _____	29.	7 – 5 = _____ – 4
15.	_____ + 4 = 6	30.	_____ – 3 = 7 – 4

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Lesson 3:   Use the place value chart to record and name tens and ones within a two-digit number up to 100.

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53

B

Number Correct: ⟨⟨⟨ ⟩⟩⟩
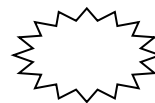
Name _____   Date _____

*Write the unknown number. Pay attention to the symbols.

1.	1 + 4 = _____	16.	3 + 3 = _____
2.	4 + _____ = 5	17.	6 − 3 = _____
3.	5 − 4 = _____	18.	6 = _____ + 3
4.	5 − 1 = _____	19.	2 + 4 = _____
5.	_____ + 1 = 5	20.	4 + _____ = 6
6.	7 + 2 = _____	21.	6 − 2 = _____
7.	5 + _____ = 7	22.	6 − 4 = _____
8.	7 − 2 = _____	23.	6 = _____ + 4
9.	7 − 5 = _____	24.	3 + 4 = _____
10.	_____ + 2 = 7	25.	4 + _____ = 7
11.	1 + 5 = _____	26.	7 − 4 = _____
12.	1 + _____ = 6	27.	7 = _____ + 4
13.	6 − 1 = _____	28.	4 = 7 − _____
14.	6 − 5 = _____	29.	6 − 4 = _____ − 5
15.	_____ + 5 = 6	30.	_____ − 4 = 7 − 3

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Lesson 3:   Use the place value chart to record and name tens and ones within a two-digit number up to 100.

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54

A

Name _____   Date _____

Number Correct:
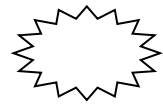
*Write the unknown number. Pay attention to the symbols.

1.	5 + 5 = _____	16.	2 + 6 = _____
2.	5 + _____ = 10	17.	8 = 6 + _____
3.	10 – 5 = _____	18.	8 – 2 = _____
4.	9 + 1 = _____	19.	2 + 7 = _____
5.	1 + _____ = 10	20.	9 = 7 + _____
6.	10 – 1 = _____	21.	9 – 7 = _____
7.	10 – 9 = _____	22.	8 = _____ + 2
8.	_____ + 9 = 10	23.	8 – 6 = _____
9.	1 + 8 = _____	24.	3 + 6 = _____
10.	8 + _____ = 9	25.	9 = 6 + _____
11.	9 – 1 = _____	26.	9 – 6 = _____
12.	9 – 8 = _____	27.	9 = _____ + 3
13.	_____ + 1 = 9	28.	3 = 9 – _____
14.	4 + 4 = _____	29.	9 – 5 = _____ – 6
15.	8 – 4 = _____	30.	_____ – 7 = 8 – 6

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Lesson 3: Use the place value chart to record and name tens and ones within a two-digit number up to 100.

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B

Number Correct: _____
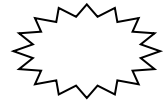
Name _____   Date _____
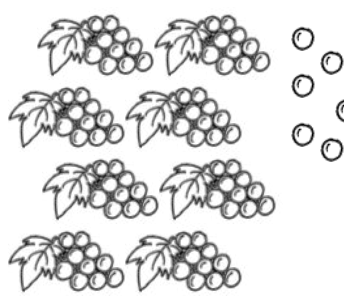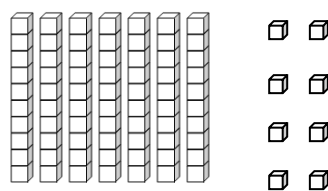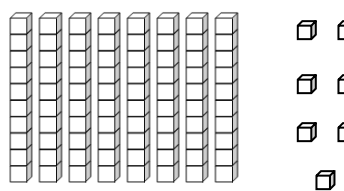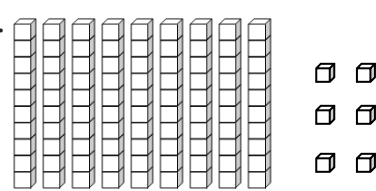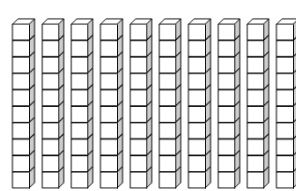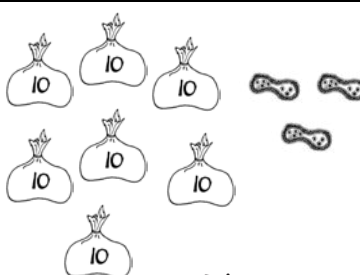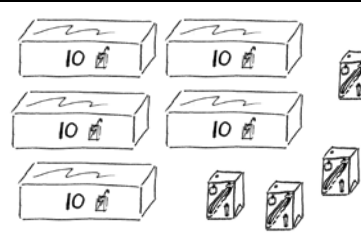
*Write the unknown number. Pay attention to the symbols.

1.	$9 + 1 =$ _____	16.	$3 + 5 =$ _____
2.	$1 +$ _____ $= 10$	17.	$8 = 5 +$ _____
3.	$10 - 1 =$ _____	18.	$8 - 3 =$ _____
4.	$10 - 9 =$ _____	19.	$2 + 6 =$ _____
5.	_____ $+ 9 = 10$	20.	$8 = 6 +$ _____
6.	$1 + 7 =$ _____	21.	$8 - 6 =$ _____
7.	$7 +$ _____ $= 8$	22.	$2 + 7 =$ _____
8.	$8 - 1 =$ _____	23.	$9 =$ _____ $+ 2$
9.	$8 - 7 =$ _____	24.	$9 - 7 =$ _____
10.	_____ $+ 1 = 8$	25.	$4 + 5 =$ _____
11.	$2 + 8 =$ _____	26.	$9 = 5 +$ _____
12.	$2 +$ _____ $= 10$	27.	$9 - 5 =$ _____
13.	$10 - 2 =$ _____	28.	$5 = 9 -$ _____
14.	$10 - 8 =$ _____	29.	$9 - 6 =$ _____ $- 5$
15.	_____ $+ 8 = 10$	30.	_____ $- 6 = 9 - 7$

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Lesson 3:   Use the place value chart to record and name tens and ones within a two-digit number up to 100.

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Name _____   Date _____

Write the tens and ones. Complete the statement.

1.	tens	ones

43 = _____ tens _____ ones

2.	tens	ones

_____ = _____ tens _____ ones

3.	tens	ones

There are _____ cubes.

4.	tens	ones

There are _____ cubes.

5.	tens	ones

There are _____ cubes.

6.	tens	ones

There are _____ cubes.

7.	tens	ones

There are _____ peanuts.

8.	tens	ones

There are _____ juice boxes.

9. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.
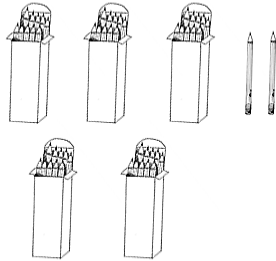
a. 40

tens	ones

b. 46

tens	ones

c. _____

tens	ones
5	9

d. _____

tens	ones
9	5

e. 75

tens	ones

f. 70

tens	ones

g. 60

tens	ones

h. _____

tens	ones
8	0

i. _____

tens	ones
5	5

j. _____

tens	ones
10	0

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Lesson 3:   Use the place value chart to record and name tens and ones within a two-digit number up to 100.

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Name _____   Date _____

1. Write the tens and ones. Complete the statement.
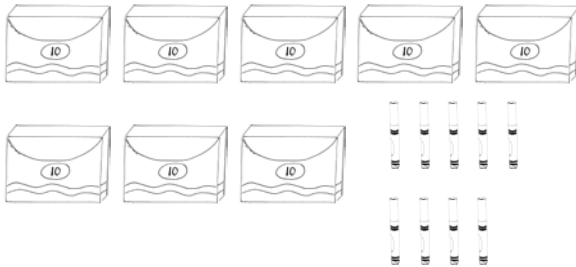
tens	ones

There are _____ markers.

2. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.
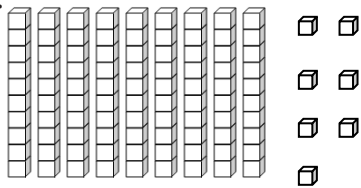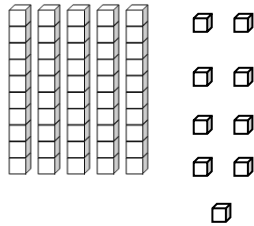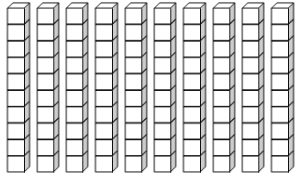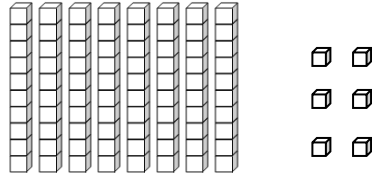
a. 90

tens	ones

b. _____

tens	ones
8	7

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Lesson 3: Use the place value chart to record and name tens and ones within a two-digit number up to 100.

engage^ny   59
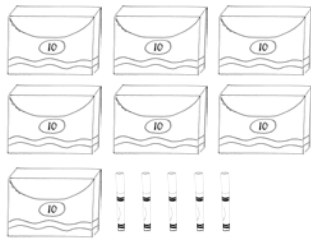
Name _____   Date _____

Write the tens and ones. Complete the statement.

1.	**tens** | **ones**

52 = _____ **tens** _____ **ones**

2.	**tens** | **ones**

_____ = _____ **tens** _____ **ones**

3.	**tens** | **ones**

There are _____ cubes.

4.	**tens** | **ones**

There are _____ cubes.

5.	**tens** | **ones**

There are _____ cubes.

6.	**tens** | **ones**

There are _____ cubes.

7.	**tens** | **ones**

There are _____ carrots.

8.	**tens** | **ones**

There are _____ markers.

9. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 70

tens	ones

b. 76

tens	ones

c. _____

tens	ones
4	9

d. _____

tens	ones
9	4

e. 65

tens	ones

f. 60

tens	ones

g. 90

tens	ones

h. _____

tens	ones
10	0

i. _____

tens	ones
8	3

j. _____

tens	ones
8	0

0	1	2	3
4	5	6	7
8	9	10	5
=	+	+	−

numeral cards

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62

1 0	2 0
3 0	4 0
5 0	6 0
7 0	8 0

Hide Zero cards, numeral side. Copy double-sided, and replace the cards from Module 4.

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Hide Zero cards, quick tens side. Copy double-sided, and replace the cards from Module 4.
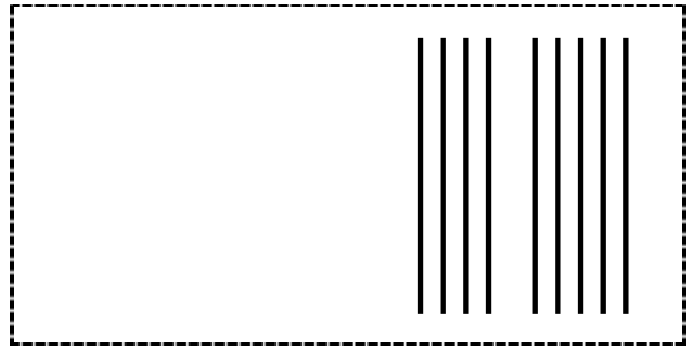
9 0

1 0 0

Hide Zero cards, numeral side. Copy double-sided, and replace the cards from Module 4.

Hide Zero cards, quick tens side. Copy double-sided, and replace the cards from Module 4.

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66

ones	tens

ones	tens

place value chart

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