### CCSS:
1.NBT.2a - Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: A 10 can be thought of as a bundle of ten ones — called a “ten.”

### Common Misconceptions
Students sometimes think that a number can only be made by showing its exact tens and ones. For example, 38 can only be represented by 3 tens and 8 ones. This representation is typical but numbers can be decomposed in different ways. 38 can also be recorded as 2 tens and 18 ones or even 38 ones. Students need to understand this concept in order to add and subtract later in first grade.

### Intervention Activity #2: Show Me the Numbers!

#### Materials:
Digi blocks or base ten blocks, place value dice, digit cards

#### Enrichment:
- Utilize problem solving and application of standard
- Decompose numbers in different ways (i.e., 46 can be 4 tens and 6 ones (identified in the standard) or it can be 3 tens and 16 ones, 2 tens and 26 ones, etc)
- Decompose numbers to 120 (linked to 1.NBT.1 "counting to 120")

#### Directions:
- Have students generate a 2-digit number with place value dice or digit cards.
- Have students record the number and draw a representation of the number.
- Give students a number such as 45. Give them unifix cubes or digi-blocks and ask them to show the number.
- Ask the students to create the number 45 another way using unifix cubes or digi-blocks and ask them to show the number.
- Repeat with various numbers to make sure that students have a clear understanding of generating 2-digit numbers.

#### Look Fors:
- Can the student show various numbers using tens and ones in multiple ways?
- Watch to see if they put out 4 tens and 5 single unifix cubes. Students who put out 4 single cubes for the four tens, do not have an understanding of what the 4 means in 45. Students who do this, need more instruction on the meaning of tens and ones.
- Is the student able to identify a bundle of ten ones as a "ten"? If not, can they finish the statement: “If this is a one (holding up a one), then we would call this (holding up a ten) a __________.”
- Does the student apply the understanding that 1 bundle of 10 equals 10 ones? Or do they count each bundle as one? Can they do this for 100? Can they go beyond 100?
- Can the student tell you the number a certain amount of tens would make? Ex. 4 tens will make the number 40. If they are struggling, can they do it when you show them the number using tens? Do they count each ten or see it as a whole. Ex. 10, 20, 30, 40 or just 40.

### Collecting Data:
Student performance can be scored with a provided task rubric or a rubric created by the teacher. Data can be recorded on a score sheet.