<table>
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<th>Standard - 1.NBT.2b</th>
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<td><strong>CCSS:</strong> 1.NBT.2b. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: B. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</td>
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<td><strong>Common Misconceptions</strong></td>
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<td>Often children can tell you that in 47 the four is in the tens place and the 7 is in the ones place. This may simply be the naming of the positions with little understanding of the meaning of tens and ones. Students have not internalized the meaning of a ten and are relying on their understanding that 47 is 47 ones instead of 4 tens and 7 ones. Do not assume that because a student can tell you that there is 4 in the tens place and a 7 in the ones place that they have an understanding of tens and ones.</td>
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<th>Intervention Activity #2: Ten and Some More</th>
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| **Materials:** Two-part mat  
Tens Frame or Double Tens Frame  
Counters  
paper and pencil |
| **Enrichment:**  
• 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)  
Use larger numbers or different models |
| **Directions:**  
• Use a simple two-part mat or a tens frame, and have children count out ten counters onto one side of the mat or fill the tens frame. Start with the teen numbers.  
• Next have them put five counters on the other side of the mat or outside of the tens frame.  
• Ask children how many are on the tens side – reinforce language of “ten” or “one-group of 10”. And then count the outside counters by ones. Continue to reinforce the idea of calling the group of counters “10”.  
• Verbalize the combination of the two sets, "Ten and five is fifteen." Repeat with other numbers in a random order but without changing the 10 side of that mat.  |
| **Look Fors:**  
• After many experiences, can students understand that the count is the same if you start with the ones and then add the 10? Students need to understand the cardinality of the combined total.  
• Can students create various numbers using the two part mat or tens frame and record the two combinations correctly?  
• Can the student create multiple ways to represent each number?  
• Are students starting to see the structure of the number system building from 5 to 10 and then some more? |

**Problem:**  
Choose a number between 1 and 10. Show that number in as many ways as you can. Choose a number between 20 and 30. Show that number in as many ways as you can.

**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.