### Standard 1.NBT.2c

**CCSS: 1.NBT.2c** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

C. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

**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: Rolling Tens

**Materials:**
- Place value mats, base 10 blocks (or digits-blocks)
- Two dice (two different colors for 10s and 1s)
- Student Recording Sheet (journal or paper)

**Extensions:** (when available or hyperlink)

**Directions:**
1. Gather place value dice, place value mats, and digits-blocks or base 10 blocks for your students.
2. Have students roll the two dice (tens and ones) and then build a model of it using the blocks that represents the total rolled, placing the blocks on the place value mat.
3. Once they have one solution to the problem, encourage them to produce a second and third representation of equal value.
4. Have students record their data by drawing a picture or writing about their data on a piece of paper or in their journal.

**Look Fors:**
- Watch how students recognize the amount they need to represent.
- Are they organizing their groups in tens and ones?
- Are students accurately representing the number rolled?
- Are students connecting the amounts on the cube to tens and ones?
- Students who are merely saying the number "forty-three" may be repeating the number without fully understanding that there are 4 tens and three ones.

**Questions to push thinking:**
- My number has 13 ones and one ten, what is my number?

**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.