## 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:
- 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**
Continually watch to see if students understand the meaning of ten and how to group 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. Ask students questions like: My number has 13 ones and one ten, what is my number?

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### Intervention Activity #1: Build a Number!

**Materials:**
- Place value dice
- 1-die marked 10-60
- 1-die labeled 1-6
- Place value mats, tens frames or double tens frames
- Base 10 blocks, paper, pencil

**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)

**Directions:**
1. Gather place value dice, place value mats, tens frames and 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:**
1. Watch how students recognize the amount they need to represent.
2. When students are representing the amount, are they organizing their groups in tens and ones?
3. Are students accurately representing the number rolled?
4. Are students connecting the amounts on the cube to tens and ones?
5. 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.
6. Ask students questions like: 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.