<table>
<thead>
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<th>CCSS:</th>
<th>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).</th>
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<td>Common Misconceptions</td>
<td>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 &quot;forty-three&quot; 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?</td>
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### Intervention Activity #3: Make Me a Number

**Materials:**
Unifix cubes, snap cubes or base ten blocks, paper, pencil
Optional: 2-digit numbers written on index cards

**Directions:**
- Give the students unifix cubes, or base ten blocks and show them a two-digit number such as 53. Ask them to represent this number using the manipulatives. Watch to see if the student shows five tens and three ones. Often times students who do not understand place value will show 5 ones and 3 ones as a representation of 53.
- Tell me about the number 23. Look for responses such as it is less than 30. It is more than 20. It is 10 more than 13.
- What numbers can you make below 100 that have a 4 in the tens place?
- What numbers can you make with a 6 and 2. Explain your thinking.
- What numbers can you make that are less than 100 and have a 6 in the tens place?
- I’m thinking of a number between 10 and 100. It has only one 9 in it. What might my number be? 8. What two-digit numbers contain exactly one 4?
- Using base 10 blocks how many ways can you show the number 25?
- Flip a number on an index card, student makes the number with materials or makes a correct representation.

**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)

**Look Fours:**
- Watch how students recognize the amount they need to represent.
- When students are representing the amount, are they organizing their groups in 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?
Journal Prompts:

- Mario used 6 base ten blocks to make a number. What numbers could he have made? Explain you answer. Draw a picture to match.
- How many different ways can you show the number 43 using base 10 blocks? Use pictures, number and words to show your thinking.
- Choose a number that is greater than 10 but less than 100. Represent that number using sticks of 10 unifix cubes and single cubes. Record your thinking. Select another number and repeat.
- Choose a number that is greater than 10 but less than 100. Represent that number using base 10 blocks. Record your thinking. Select another number and repeat.

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.