### 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**
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?

### Intervention Activity #4 - Pencils

**Materials:**
17 pencils, snap cubes, unifix cubes, tens frame, paper, pencil

**Directions:**
- Provide materials to the student.
- Read the problem to the student: **You have 17 pencils. A box holds 10 pencils. Do you have enough pencils to fill a box? Do you have any leftover pencils that do not fit in a box? If so, how many pencils do you have that do not fit in a box?**
- Have students use manipulatives to model out the problem.
- Discuss strategies to use to figure out the problem. How could they represent their strategies or transfer their strategies to paper?
- Continue practice with similar problem(s) to try while the teacher observes. Share and discuss.

**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 Fors:**
- Does the student incorrectly solve the problem? (Developing Understanding)
- Does the student identify that there are enough to fit in the box, but incorrectly determines the number of leftover pencils? (Developing Understanding)
- Does the student state that there are enough pencils to fill a box? (Complete Understanding)
- Does the student state that there are 7 leftover pencils that are not in a box? (Complete Understanding)
- Counts objects objects by ones or counts objects with groups (2's, 3's or 5's)
- Groups 10 objects
- Knew without counting

**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.