**1.NBT.2a -** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: A 10 can be thought of as a bundle of ten ones — called a “ten.”

**Teacher: Place about 15 tens and about 15 ones in front of the student.**

Task 1- Ask the student to show ten. Once they have made it one way (10 ones or a complete ten), ask them if they can show it another way.

Task 2- Hold up a ten (base ten) and ask the student what the name for it is (a ten).

Task 3- Ask the student how many of these (tens) they would need to make 20? 50? 80? 100? 120?

Task 4- Ask the student how many of these (tens) they would need to make 20? 50? 80? 100? 120?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Numbers & Base 10 – 1.NBT.2a | | | | |
| **Task 1** | 4  Student is able to easily show a ten with ones and with tens rod. | 3  Student has some trouble with showing 10 with ones and tens rod. | 2  Student has trouble with showing 10 with ones and tens rod. | 1  Student is unable to show 10 with ones and tens rod. |
| **Task 2** | Student is able to easily able to name tens rod. | Student has some trouble with naming a tens rod. | Student has trouble with naming a tens rod. | Student is unable to able to name tens rod. |
| **Task 3** | Student is able to easily name how many tens rods are needed to make numbers given. | Student has some trouble with naming how many tens rods are needed to make numbers given. | Student has trouble with naming how many tens rods are needed to make numbers given. | Student is unable to name how many tens rods are needed to make numbers given. |
| **Task 4** | Student is able to easily name what number would be made with the number given. | Student has some trouble with naming what number would be made with the number given. | Student has trouble with naming what number would be made with the number given. | Student is unable to name what number would be made with the number given. |

**1.NBT.2b -** The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

**Teacher:**

1. Cut apart double ten frame cards on the dotted lines.
2. Show students 1 double ten-frame card, ex: a ten frame for 10 and 3.
3. Ask the students to write and say the number shown on the double ten frame (13).
4. Ask students how they knew that a filled ten frame and 3 on the other represents a 10 and 3 making 13?
5. Repeat with all frames. You may choose to present the cards in or out of numeric order.

Task 1- Ask the student to name how many for 11, 12, 13, 14, 15, 16, 17, 18, 19

Task 2- Ask the student to write how many for 11, 12, 13, 14, 15, 16, 17, 18, 19

Task 3- Ask the student how they knew that a filled ten frame and 3 on the other represents a 13? (10 and 3 makes 13)

Task 4- Ask the student to build numbers with base tens rods.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Numbers & Base 10 – 1.NBT.2b | | | | |
| **Task 1** | 4  Student is able to easily name how many on the cards. | 3  Student has some trouble with naming how many on the cards. | 2  Student has trouble with naming how many on the cards. | 1  Student is unable to name how many on the cards. |
| **Task 2** | Student is able to easily write how many on the cards. | Student has some trouble with writing how many on the cards. | Student has trouble with writing how many on the cards. | Student is unable to able write how many on the cards. |
| **Task 3** | Student is able to easily explain how they knew how any were on the tens frames. | Student has some trouble with explaining how they knew how any were on the tens frames. | Student has trouble with explaining how they knew how any were on the tens frames. | Student is unable to name explain how they knew how any were on the tens frames. |
| **Task 4** | Student is able to build the numbers with base ten cubes. | Student has some trouble with building the numbers with base ten cubes. | Student has trouble with building the numbers with base ten cubes. | Student is unable to build the numbers with base ten cubes. |

**1.NBT.2c -** 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).

**Teacher:**

1. Cut apart double ten frame cards on the dotted lines.
2. Show students 1 double ten-frame card, ex: a ten frame for 10 and 3.
3. Ask the students to write and say the number shown on the double ten frame (13).
4. Ask students how they knew that a filled ten frame and 3 on the other represents a 10 and 3 making 13?
5. Repeat with all frames. You may choose to present the cards in or out of numeric order,

Task 1- Show students pictures of numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 and ask them how many tens? Ones?

Task 2- Ask the student to build numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 with base ten cubes.

Task 3- Ask the student how they knew how many base tens cubes to use. (tens and ones)

Task 4- My number has 13 ones and one ten, what is my number?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Numbers & Base 10 – 1.NBT.2c | | | | |
| **Task 1** | 4  Student is able to easily name how many tens & ones are on the cards. | 3  Student has some trouble with naming how many tens & ones are on the cards. | 2  Student has trouble with naming how many tens & ones are on the cards. | 1  Student is unable to name how many tens & ones are on the cards. |
| **Task 2** | Student is able to easily build how many. | Student has some trouble with building how many. | Student has trouble with building how many. | Student is unable to able build how many. |
| **Task 3** | Student is able to easily explain how they knew how many tens and ones there are. | Student has some trouble with explaining how they knew how many tens and ones there are. | Student has trouble with explaining how they knew how many tens and ones there are. | Student is unable to name explain how they knew how many tens and ones there are. |
| **Task 4** | Student is able to easily tell how many there is. | Student has some trouble telling how many there is. | Student has trouble with telling how many there is. | Student is unable to tell how many there is. |

**Compare the numbers below by using the symbols <, >, or =**

|  |  |  |  |
| --- | --- | --- | --- |
| **16 26** | **36 24** | **96 5** | **66 17** |
| **12 17** | **56 22** | **16 63** | **86 49** |
| **36 25** | **6 79** | **26 90** | **4 28** |
| **66 46** | **76 87** | **46 58** | **12 36** |

**1.NBT.3 -** 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).