Name(s):		
Grade Level: 1st	Subject: Math	Lesson Length: 25-30 min

I. Standards	
Utah State Core Curriculum Strand(s) and Standard(s):	**Strand: NUMBER AND OPERATIONS IN BASE TEN (1.NBT)** Extend the counting sequence (Standard 1). Understand place value (Standards 2-3). Use place value understanding and properties of operations to add and subtract (Standards 4-6). **Standard 1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens to tens and ones to ones and that it is sometimes necessary to compose a ten.
Summative Assessment:	For the summative assessment of the learning segment students will retake the pre-test that they were given and the beginning of the unit.
Goal Statement/Rationale:	Students will be able to add multiples of 10 to any two-digit number using a hundreds chart. It is important for students to be able to understand place value and how the tens place is affected in a two-digit number by adding multiples of 10. This will build on students' previous understanding of counting to 100 by ones and tens, understanding that two-digit numbers are composed of tens and ones, and being able to mentally find 10 more or 10 less than a two-digit number. This will help students be able to mentally and physically subtract multiples of 10 from two-digit numbers in the range 10-90.

II. Intended Learning Outcomes	
Learning Objective/Goal:	Know: Students will be able to add multiples of 10 to any two-digit number. Do: Students will be able to describe how to add multiples of 10 to any two-digit number using a hundred chart.

III. Assessment of Student Progress	
Pre-assessment:	Students completed the lesson quiz before any instruction.
Informal assessment(s):	As the teacher, I will be walking around observing students' work, asking questions when needed, and listening to table discussions. I will also be assessing during the whiteboard activity and looking for common misconceptions.
Formal assessment:	Students will complete and turn in an exit ticket with 3 problems on it. 80+10, 47+20, 66+20 *copy provided below

IV. Preparation	
Students' prior knowledge, skills and assets:	Prior Knowledge: Count to 100 by ones and tens, understand two-digit numbers are composed of tens and ones, and mentally find 10 more or 10 less than a two-digit number. Prior Skills: Using a hundreds chart and base ten blocks Personal Assets: Cultural Assets: Community Assets:
Student preparation:	● Pencil ● Worksheet packet ● Whiteboard/markers
Teacher preparation:	● Student worksheet packets ● Ipad ● Powerpoint/slides (from i-ready) ● Projector ● Manipulatives ● Whiteboards/markers
Technology integration:	Projector/iPad/PowerPoint

V. Instructional Procedures

Launch: *Approx. Time:* 5

Bring students to the rug, start by introducing the problem to the class.

T: "Yesterday we worked on adding and subtracting multiples of 10 from other multiples of 10. Today we are going to start with a two-digit number and add multiples of 10. I have a word problem that I need your help with solving today. Let's read it as a class. 'There are 46 blue fish and 20 red fish. How many fish are there in all?' Let's read it another time. *Reads it again as a class*. And now one more time making sure we pay close attention to what is being asked."

T: Think-pair-share: "Thanks for reading that with me, I want you to think for a minute about what we just read, when I say go turn to a partner and tell them what we are trying to find without telling the answer and some strategies that we could use to help us solve this problem, ready set go."

S: *Turn to a partner and share*

T: "Okay come back together in 5, 4, 3, 2, and 1. Can I have three people who want to share what strategy they came up with?"(If all strategies are the same skip having the students share) *Calls on students to share some strategies, write some on the screen like hundreds chart, base ten blocks, drawing a picture, etc. to get students who are struggling started.*

T: "Okay I think we have some good strategies, remember that you can use whatever strategy you feel will help you best. Okay when I say pineapple I want you to go to your seat and try solving this problem after I pass them out, I'm gonna give you about 5 minutes to try and solve this, if we need more time I will add more time so don't stress also please do not go ahead we are only working on the first page. Ready go!"

Explore: *Approx. Time:* 5

Teacher walks around the room while students work helping struggling students

Questions to Support Making Sense of the Problem/Task if students still can't get started on their own:

How many blue fish are there?

How many red fish are there?

What are we trying to figure out?

What does "in all" mean?

What are some strategies we can use to help us solve the problem?

Summarize: *Approx. Time:* 7

T: "Okay bunny hop*, everybody stop* I want you to put your pencils down because we are going to listen while a few kids share their strategy. I am going to choose three students to share their strategy while I show their paper up on the board with the camera, please be respectful and listen while they share. *Teacher chooses 3 students with different strategies to share with the class.* Thanks for sharing your strategies everyone, okay I want you to turn the page and we are going to go over our problem."

T: "We can use 100 chart to help us solve this problem. I want everyone to find the plus sign, which way are we going on our hundreds chart if we are adding 10's? *Students answer.* When we are adding by 10's on a hundreds chart we go down! Good job, please circle your plus sign and draw an arrow down just like we did yesterday. How many 10's does 20 have? *Students answer.* Yes 20 has 2 10's, if we are adding two 10's how many times do we move down on our hundreds chart? *Call on a student or have them answer as a class.* Yes we are going to move 2 spaces down which is the same as adding two 10's. Now that we have moved two 10's how many fish do we have in all? *Students answer 66 fish.*

T: "Let's look at a few more problems together!" *Goes over the first two problems on the apply it page before turning students to work on their own.* If you finish the problems on this page you may move on to the practice

problems while we wait for everyone else to finish. If you need help please raise your hand and I will come help you!" *Give students time to work while answering questions when needed.*
T: "Bunny Hop, *everybody stop,* okay let's go over them together. *Teacher goes over answers as a class.* "Great work you guys! Thanks for working hard, please stack your math packets on your table and put your hands on your head when you are done, I am looking for the most quiet table to go get whiteboards. *Teacher releases tables to get whiteboards.*

Guided and/or independent practice: *Approx. Time:* 5 min

T: "Okay now that we have our whiteboards we are going to go over some problems, I am going to write a problem on the board and I want you to solve it on your whiteboard, once you have solved it put your whiteboard in the sky without telling everyone around you the answer, I only want you to point it towards me once I see it if it is correct I'll give you a thumbs up and you can put it down.
Some problems to use: *Only do as many problems as there is time for, not all.*
42 + 30 = 72
56 + 40 = 96
25 + 10 = 35
47 + 20 = 67
56 + 30 = 86
24 + 20 = 44
31 + 10 = 41
43 + 20 = 63
57 + 30 = 87
64 + 10 = 74
72 + 10 = 82
53 + 40 = 93
86 + 10 = 96
35 + 50 = 85

T: "Thanks for working hard, I am looking for the quietest table to put their whiteboard away." *Teacher release tables to put their things away.*

Exit ticket: *Approx. Time:* 3 minutes

T: "Okay I want you to complete this exit ticket as best you can! You can use a 100 chart or whatever you feel will help you solve it best! It is only 4 questions and I want you to answer all of them, when you are done please turn it in to me and grab a book and read quietly at your desk without distracting other people."

VI. Academic Language		
Language Function:		
Language Supports		
	Vocabulary:	Digit Ones Tens Total Entire
	Syntax:	
	Discourse:	

VII. Addressing Learners' Needs	
Differentiation/ Individualization:	
Support for ELLs: Fluency Stage Specific Support: 1. Entering 2. Emerging 3. Developing 4. Expanding 5. Bridging 6. Reaching	
Accommodations/ Modifications for IEPs/504s:	

Exit ticket:

FLUENCY AND SKILLS PRACTICE

NAME:

LESSON 18

Adding and Subtracting Tens

1. 50 + 30 = 80

2. 80 + 10 = ____

3. 47 + 20 = ____

4. 66 + 20 = ____

Pre & post-assessment copy:

LESSON QUIZ

NAME:

LESSON 18

Solve.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1. $50 + 40 =$ _____

2. $80 - 30 =$ _____

3. $18 + 70 =$ _____

NAME:

4 There are 50 puppy treats.
Pala gives out 20 treats.
How many treats are left? Circle.

30 40 70

5 41 pets are dogs.
30 pets are cats.
How many pets in all? Circle.

11 44 71