

Teacher's Guide

i-Ready Classroom Mathematics lessons consist of three types of sessions: Explore, Develop, and Refine. The following is a walkthrough of the planning and support features within the Teacher's Guide for a Develop session. You will find many of the same features in the Explore and Refine sessions.

Lesson Overview provides information for use in planning whole class instruction, small group differentiation, and independent learning opportunities.

Content Objectives identify the mathematical learning goals for the lesson, while **Language Objectives** identify how students show their understanding of those goals.

Prerequisite Skills are opportunities to monitor understanding and identify students' learning needs.

Learning Progression sets context for the mathematics of the lesson, providing information on how the content fits across and within grade levels—what students previously learned, what they are learning now, and what they will be learning next.

Lesson Overview
LESSON 6

Add Two-Digit Numbers

Lesson Objectives

Content Objectives

- Break apart two-digit numbers into tens and ones as a place-value strategy for adding.
- Recognize that in adding, tens are added to tens and ones to ones.
- Determine when grouping a ten is necessary and carry out the regrouping to find a sum.

Language Objectives

- Record sums by modeling addition with base-ten blocks.
- Draw an open number line to model adding two-digit numbers.
- Make a quick drawing to model adding two-digit numbers.
- Write an addition equation to solve a word problem involving two-digit addition.

Prerequisite Skills

- Identify place value in two-digit numbers.
- Model two-digit numbers.
- Fluently add within 20.

Lesson Vocabulary

- **regroup** to put together or break apart ones, tens, or hundreds. For example, 10 ones can be regrouped as 1 ten, or 1 hundred can be regrouped as 10 ones.

Review the following key term.

- **sum** the result of addition.

Standards for Mathematical Practice (SMP)

SMPs 1, 2, 3, 4, 5, and 6 are integrated in every lesson through the *Try-Discuss-Connect* routine.*

In addition, this lesson particularly emphasizes the following SMPs:

- 5** Use appropriate tools strategically.
- 7** Look for and make use of structure.

*See page 1i to see how every lesson includes these SMPs.

Learning Progression

In Grade 1 students explore the concept of place value by bundling groups of ten ones into one group of ten and then use that knowledge to understand teen numbers as 1 ten and some ones. They add two-digit numbers with and without composing a ten and mentally find 10 more or 10 less than a given number.

In Grade 2 students are expected to become fluent in two-digit addition and subtraction. They model two-digit numbers and write them in expanded form. Students fluently count by tens, applying that skill to the counting on strategy for adding numbers.

In this lesson students add two-digit numbers that require composing a ten. They break apart numbers into tens and ones and record the addition of partial addends before calculating the sum. Students interpret picture models, number models, and an open number line to understand addition of two-digit numbers.

In Grade 3 students gain fluency with addition and subtraction of numbers within 1,000. They apply concepts of place value to multiplying two-digit numbers and add two-digit numbers when combining partial products.

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Lesson 6 Add Two-Digit Numbers
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Lesson Pacing Guide

Whole Class Instruction		
SESSION 1 Explore 45–60 min	Adding Two-Digit Numbers <ul style="list-style-type: none"> Start 5 min Try It 10 min Discuss It 10 min Connect It 15 min Close 5 min 	Additional Practice Lesson pages 143–144
SESSION 2 Develop 45–60 min	Different Ways to Show Addition <ul style="list-style-type: none"> Start 5 min Try It 5 min Discuss It 10 min Picture It & Model It 5 min Connect It 10 min Close 5 min 	Additional Practice Lesson pages 149–150 Fluency Different Ways to Show Addition
SESSION 3 Develop 45–60 min	More Ways to Show Addition <ul style="list-style-type: none"> Start 5 min Try It 5 min Discuss It 10 min Picture It & Model It 5 min Connect It 10 min Close 5 min 	Additional Practice Lesson pages 155–156 Fluency More Ways to Show Addition
SESSION 4 Refine 45–60 min	Adding Two-Digit Numbers <ul style="list-style-type: none"> Start 5 min Example 15 min Apply It 20 min Close 5 min 	Additional Practice Lesson pages 159–160
SESSION 5 Refine 45–60 min	Adding Two-Digit Numbers <ul style="list-style-type: none"> Start 5 min Apply It 15 min Small Group Differentiation 20 min Close 5 min 	Lesson Quiz or Digital Comprehension Check

Teacher Toolbox

Small Group Differentiation	
PREPARE	
Ready Prerequisite Lessons	
Grade 1	<ul style="list-style-type: none"> Lesson 26 Understand 10 More and 10 Less Lesson 28 Add Two-Digit and One-Digit Numbers Lesson 29 Add Two-Digit Numbers
RETEACH	
Tools for Instruction	
Grade 1	<ul style="list-style-type: none"> Lesson 26 Finding 10 More and 10 Less Lesson 28 Add Two-Digit and One-Digit Numbers Lesson 29 Two-Digit Addition with Regrouping
Grade 2	<ul style="list-style-type: none"> Lesson 6 Two-Digit Addition
REINFORCE	
Math Center Activity	
Grade 2	<ul style="list-style-type: none"> Lesson 6 100 or Not!
EXTEND	
Enrichment Activity	
Grade 2	<ul style="list-style-type: none"> Lesson 6 Ways to Make 83

Lesson Materials

- Lesson (Required)** Per student: base-ten blocks (9 tens rods, 20 ones units)
- Activities** Per student: base-ten blocks (10 tens rods, 15 ones units), 1 counter
Per pair: 60 connecting cubes
Activity Sheet: Hundred Chart
- Math Toolkit** base-ten blocks (tens and ones), hundreds place-value mats, open number lines
- Digital Math Tools** Base-Ten Blocks, Number Line

*We continually update the Interactive Tutorials. Check the Teacher Toolbox for the most up-to-date offerings for this lesson.

i-Ready

Independent Learning	
PERSONALIZE	
i-Ready Lessons*	
Grade 2	<ul style="list-style-type: none"> Add by Breaking Apart Two-Digit Numbers Practice: Add by Breaking Apart Two-Digit Numbers Add Within 100 on Number Lines, Parts 1 and 2 Practice: Add Within 100 on Number Lines, Parts 1 and 2
Learning Games	
<ul style="list-style-type: none"> Hungry Fish Match 	<ul style="list-style-type: none"> Cupcake Pizza

Whole Class Instruction session-by-session pacing is used to plan daily instruction and practice.

Small Group Differentiation resources support learning for all students with *Tools for Instruction* for targeted skills instruction, differentiated *Math Center Activities* to reinforce on-level skills, and *Enrichment Activities* that extend understanding.

Additional Practice and **Fluency & Skills Practice** are for use as in-class small group work, after-class work, or at-home learning.

The **Lesson Quiz** or **Digital Comprehension Check** assesses students' progress toward mastery of lesson content and is a way to identify where reteaching is needed.

Optional Add-On: Independent Learning resources provide students with opportunities to strengthen grade-level skills by working on their personalized path with *i-Ready* Online Instruction or to build fluency skills with interactive Learning Games.

Purpose provides a roadmap of what students will be learning and doing across the session.

Start establishes a clear and accessible entry point for each session, engaging students mathematically with prerequisite content. It frequently is an opportunity to have students manipulate concrete objects to model a mathematics skill or concept.

Develop Language provides language support for all students and is especially useful in helping EL students make sense of the problem.

Support Partner Discussion provides teachers with prompts to help students engage in meaningful peer discourse.

Make Sense of the Problem uses a language routine to help students understand the problem. See the Language Routines section on the Teacher Toolbox (under the Program Implementation tab) for suggestions on how to integrate language routines, teacher moves, and conversation tips during instruction.

LESSON 6 SESSION 2 **Develop**

Purpose In this session, students break apart addends to solve an addition problem involving regrouping. The purpose of this problem is to have students use their knowledge of place value to develop strategies for adding.

Start

Connect to Prior Knowledge

Why Support students' knowledge of breaking a two-digit number into tens and ones, foreshadowing adding two-digit numbers by adding tens and then ones.

How Have students identify the number of tens and ones in two-digit numbers.

How many tens and ones are in each number?

39 is ____ tens and ____ ones.

52 is ____ tens and ____ ones.

74 is ____ tens and ____ ones.

Solutions
3 tens, 9 ones
5 tens, 2 ones
7 tens, 4 ones

Develop Language

Why Clarify the use of *before* and *after* as they relate to time.

How Have students circle the words *before* and *after*. Explain that the word *before* tells when Maria read: She read for 38 minutes *first*, and then she had lunch. The word *after* also tells when Maria read: She had lunch first, *and then* she read another 45 minutes.

TRY IT

Make Sense of the Problem

To support students in making sense of the problem, have them identify the number of minutes Maria reads before and after lunch.

LESSON 6 **Develop** Different Ways to Show Addition

Read and try to solve the problem below.

Before lunch, Maria reads for 38 minutes. After lunch, she reads for 45 minutes. How many total minutes does Maria read?

TRY IT

Possible student work:

Sample A



$$38 + 2 = 40$$

$$40 + 43 = 83$$

83 minutes

Sample B

$$3 \text{ tens} + 4 \text{ tens} = 7 \text{ tens}$$

$$8 \text{ ones} + 5 \text{ ones} = 13 \text{ ones}$$

$$7 \text{ tens} + 13 \text{ ones} = 8 \text{ tens and } 3 \text{ ones}$$

Maria reads for 83 minutes.

Math Toolkit
• base-ten blocks
• open number lines

DISCUSS IT

Ask your partner:
How did you get started?

Tell your partner:
The strategy I used to find the answer was...

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DISCUSS IT

Support Partner Discussion

Encourage students to explain the steps they used to find the sum.

Support as needed with questions such as:

- Did you draw a diagram or make a sketch to model the problem? Why or why not?
- How did you convince your partner that your solution made sense?

Common Misconception Look for students who understand the value of multi-digit numbers but do not connect the numbers with place value. Such students will be able to count out the correct number of objects to represent 38, but may write the expanded form as $3 + 8$ or state the value as 3 and 8. When students present solutions, have them specify the tens and ones.

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Lesson 6 Add Two-Digit Numbers

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Common Misconception

identifies misconceptions that lead to errors in understanding, which can then be addressed in whole class discussion as students are prompted to explain their reasoning.

Select and Sequence Student Solutions

One possible order for whole class discussion:

- visual models for 38 and 45 grouped into tens and ones using base-ten blocks or quick drawings
- 38 and 45 written in expanded form with the tens and ones added
- using a make a ten strategy to find $38 + 45$

Support Whole Class Discussion

Compare and connect the different representations and prompt students to identify how they are related.

Ask How does each model show 38?

Listen for Students should recognize that accurate representations include decomposing 38 and 45 to add. For example: 38 can be shown as 3 tens and 8 ones or $30 + 8$, and 45 can be shown as 4 tens and 5 ones, $40 + 5$, or $2 + 40 + 3$.

PICTURE IT & MODEL ITS

If no student presented these models, connect them to the student models by pointing out the ways they each represent:

- adding tens and ones
- regrouping ten or more ones into tens and ones
- making a ten to add

Ask How can you tell when you can regroup to add?

Listen for You can regroup to add when there are 10 or more ones.

For the base-ten blocks model, prompt students to identify how the numbers are represented using tens and ones.

- Is 7 tens and 13 ones the same as 3 tens and 8 ones plus 4 tens and 5 ones? How do you know?
- Would it make sense to write the sum of 7 tens and 13 ones as (write on the board) 713? Explain.

For adding tens and ones, prompt students to identify how place value is used to show the sum.

- How are 38 and 45 broken apart into tens and ones? What is the sum of the tens? Of the ones?
- How is the sum shown here like the sum shown in Picture It? How is it different?

For going to the next ten, prompt students to identify how the 45 is decomposed.

- Is $2 + 40 + 3$ the same as 45? How do you know?
- Can you find a different way to break up 45?

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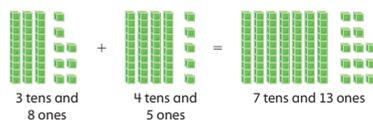
LESSON 6 DEVELOP

Explore different ways to understand and show adding two-digit numbers.

Before lunch, Maria reads for 38 minutes. After lunch, she reads for 45 minutes. How many total minutes does Maria read?

PICTURE IT

You can use base-ten blocks.



MODEL IT

You can add tens and add ones.

$$\begin{aligned} 38 &= 30 + 8 \\ 45 &= 40 + 5 \\ 70 + 13 & \end{aligned}$$

MODEL IT

You can go to the next ten.

$$\begin{aligned} 38 + 2 &= 40 \\ 40 + 40 &= 80 \\ 80 + 3 &= ? \end{aligned}$$



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Deepen Understanding

Adding Two-Digit Numbers

SMP 5 Use appropriate tools strategically.

When discussing the models, prompt students to recognize that there are multiple ways to solve a problem, and that choosing the appropriate visual model as a tool can be helpful as a way to arrive at the correct solution.

Ask Why are base-ten blocks a good model to use for adding two-digit numbers?

Listen for Students should recognize that the tens are already grouped when they use base-ten blocks. When using connecting cubes, beans, or other counters, the tens have to be grouped first to be counted.

Draw the table to the right on the board.

Tens	Ones
3	8
4	5

Ask How can a place-value chart help you add two-digit numbers?

Listen for It shows the values of the digits as tens and ones.

Exposing students to a variety of models reinforces the concept of the place-value structure found in our base-ten systems.

Lesson 6 Add Two-Digit Numbers

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Select and Sequence Student Solutions

gives a range of possible strategies—from concrete to representational to abstract—for use in monitoring student work and facilitating discourse. This information can be used to make decisions about which models and strategies to share and discuss as a class.

Ask/Listen for are mathematical discourse questions followed by expected student responses that support and facilitate whole class discussion.

As students share their thinking, the discourse questions can be used to make connections between student approaches and different models and representations, prompt justifications and critiques of approaches and solutions, and check conceptual understanding.

SMPs are infused throughout the instructional model.

Deepen Understanding is a consistent opportunity to build conceptual understanding of a key lesson concept by extending mathematical discourse. The content connects a particular aspect of lesson learning to an SMP, showing how it looks in the classroom.

Monitor and Confirm is a way to ensure that students have made sense of mathematical learning goals.

Support Whole Class Discussion provides a series of related discourse questions that illuminate the mathematical ideas of the lesson, prompting students to make connections and use that understanding to solve problems leading to abstract reasoning. These questions help students learn how to articulate a generalization of the mathematical concept.

Hands-On Activities occur consistently at strategic points in the lesson after teachers have acquired understanding of students' learning through observation and their work on questions in the Student Worktext. The activities support students who are unsure of the concept and are an opportunity for small group reteaching while other students work independently. Use of concrete objects lets students access understanding in a different way.

LESSON 6 SESSION 2 **Develop**

CONNECT IT

- Remind students that one thing that is alike about all the representations is the numbers.
- Explain that on this page students will use one of those representations to understand how to add two-digit numbers when regrouping is necessary.

Monitor and Confirm

- 1–3 Check for understanding that:
 - the total is represented as the sum without regrouping
 - 13 can be represented as tens and ones and in expanded form
 - the total can be expressed in expanded form and as a two-digit number

Support Whole Class Discussion

- 4 Be sure students understand that the problem is asking them what strategy they would use to add two-digit numbers.

Ask *What mental strategy could you use to add? What steps are involved?*

Listen for Students should describe how they think in terms of tens and ones. That could include the possible answer on the Student Worktext page, or could be a description of going to the next ten.

- 5 **REFLECT** Have all students focus on the strategies used to solve this problem. If time allows, have students share their preferences with a partner.

SESSION 2 ● ● ● ● ●

CONNECT IT

Now you will use the problem from the previous page to help you understand how to add tens and ones.

- 1 Look at **Picture It** on the previous page. What is the total number of tens and ones?
 $\dots 7 \dots$ tens + $\dots 13 \dots$ ones
- 2 How many tens and ones are in 13?
 $13 = \dots 1 \dots$ ten and $\dots 3 \dots$ ones, or $\dots 10 \dots + 3$.
- 3 Add both tens. Then add the ones.
 $70 + 10 + 3 = \dots 80 \dots + \dots 3 \dots$
 $= \dots 83 \dots$
- 4 Explain how you would add $38 + 45$.
Possible answer: Add the tens. $30 + 40 = 70$. Add the ones. $8 + 5 = 13$. Make tens and ones for 13. $10 + 3$. Add tens, then ones. $70 + 10 + 3 = 83$.

REFLECT

Look back at your **Try It**, strategies by classmates, and **Picture It** and **Model Its**. Which models or strategies do you like best for showing addition? Explain.

Possible answer: Base-ten blocks already show tens. Then

the ones can be easily regrouped into tens to count up all

of the tens and ones in the sum.

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Hands-On Activity

Use base-ten blocks to model adding tens and ones.

If . . . students are unsure about the idea of combining tens and more than 10 ones,

Then . . . have them use base-ten blocks.

Materials For each student: base-ten blocks (9 tens rods, 9 ones units)

- Write the problem $20 + 11$ on the board. Have students represent the numbers with base-ten blocks.
- Ask: *How many tens and ones do you get if you combine the blocks?* [3 tens and 1 one]
- Present three other problems: $20 + 12$, $20 + 13$, and $30 + 14$. Have students model these three problems, telling how many tens and ones are in each sum.
- Now ask students to try to imagine adding $20 + 14$ without using the blocks. Ask: *How many tens and how many ones will there be?* [3 tens and 4 ones]
- Prompt students to explain how to add numbers such as $70 + 13$ by imagining the base-ten blocks.

APPLY IT

For all problems, encourage students to use the strategy with which they are most comfortable. Suggest they draw some kind of model or use words or equations to support their thinking.

6 54 pens and pencils in all; Students might find that $1 \text{ ten} + 3 \text{ tens} = 4 \text{ tens}$, $7 + 7 = 14$, $14 = 1 \text{ ten} + 4 \text{ ones}$, and $5 \text{ tens} + 4 \text{ ones} = 54$. They also may use base-ten blocks to represent each number and then find the total number of tens and ones in both groups of blocks.

7 Students' explanations should include adding 4 to 36 to get to the next ten, 40, taking 4 away from 18 to get 14, and then finding $40 + 14 = 54$.

Close: Exit Ticket

8 C; Students could use place-value blocks, add tens and then ones, or go to the next ten to find $67 + 19$.

Students' solution should indicate understanding of:

- breaking apart numbers into tens and ones
- combining the tens and ones in two addends to find the total
- recognizing when a number of ones can be regrouped as a ten and ones

Error Alert If students choose **A**, then they have probably combined tens and ones correctly (7 tens and 16 ones), but have not regrouped the 16 ones as 1 ten and 6 ones. Provide additional practice with representing two-digit addends using base-ten blocks and then regrouping the ones as tens to find the total; for instance, $56 + 28 = ?$ [84], $37 + 19 = ?$ [56], and 17 and $47 = ?$ [64].

APPLY IT

Use what you just learned to solve these problems.

6 Mr. Dane has 17 pens and 37 pencils. How many pens and pencils does he have in all? Show your work.

Possible answer:

$$1 \text{ ten} + 3 \text{ tens} = 4 \text{ tens}$$

$$7 + 7 = 14 \text{ ones}$$

$$5 \text{ tens and } 4 \text{ ones are } 54.$$

Solution 54 pens and pencils in all

7 Explain how to go to the next ten to add $36 + 18$. Show your work.

Possible student work:

Add 4 to 36 to get 40. Take 4 away from 18 to get 14.

Then add 40 and 14 to get 54.

8 What is the sum of 67 and 19?

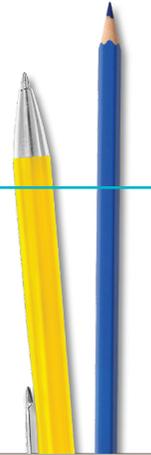
A 76

B 79

C 86

D 89

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Apply It solutions at point of use give a correct response with explanations that include multiple approaches to solving the problem.

Close: Exit Ticket is a quick formative assessment of each day's learning and serves as an indicator of students' progress toward mastery or partial mastery of the learning goal of the session.

Error Alert gives insight into misconceptions that can lead to errors in calculation and provides on-the-spot remediation.

Additional Practice can be used as in-class small group work, after-class work, or at-home learning.

Solutions are labeled as *Basic*, *Medium*, and *Challenge* to support independent practice that can be differentiated as needed.

Fluency & Skills Practice provides ongoing opportunities for students to accurately, flexibly, and efficiently practice mathematical procedures and operations. This can be used as in-class small group work, after-class work, or at-home learning. Student pages are available on the Teacher Toolbox.

LESSON 6 SESSION 2 Additional Practice

Solutions

- 1 2 tens 9 ones, 1 ten 5 ones, 3 tens 14 ones
Medium
- 2 1 ten, 4 ones, 4
Basic
- 3 $40 + 4$, or 44 ; 44 rocks
Basic

Name: _____ LESSON 6 SESSION 2

Practice Different Ways to Show Addition

Study the Example showing how to use base-ten blocks to add two-digit numbers. Then solve problems 1–7.

EXAMPLE

Find $18 + 24$.

1 ten and 8 ones + 2 tens and 4 ones = 3 tens and 12 ones

$$3 \text{ tens } 12 \text{ ones} = 30 + 10 + 2$$

$$= 40 + 2$$

$$= 42$$

Max has 29 rocks. Then he finds 15 more rocks.

- 1 Write the tens and ones. Then add the tens and ones.

2 tens 9 ones + 1 ten 5 ones = 3 tens 14 ones

- 2 How many tens and ones are in 14?

$14 = 1$ ten and 4 ones, or $10 + 4$

- 3 Add the tens. Then add the ones.

$30 + 10 + 4 = 40 + 4$, or 44

Max has 44 rocks.

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Fluency & Skills Practice Teacher Toolbox

Assign Different Ways to Show Addition

In this activity students practice different ways to show addition by finding both sums and missing addends. Practicing this skill will help students understand how numbers can be broken apart, regrouped, and reassembled in ways that simplify the addition process.

Fluency and Skills Practice

Different Ways to Show Addition

Find the sums and missing addends.

1 $30 + 7 + 50 + 3 = \underline{\quad}$	7 $37 + 53 = \underline{\quad}$
2 $20 + 8 + 40 + 2 = \underline{\quad}$	8 $28 + 42 = \underline{\quad}$
3 $60 + 6 + 10 + 4 = \underline{\quad}$	9 $66 + 14 = \underline{\quad}$
4 $40 + 5 + 40 + 5 = \underline{\quad}$	10 $45 + \underline{\quad} = 90$
5 $30 + 9 + 20 + 1 = \underline{\quad}$	11 $\underline{\quad} + 21 = 60$
6 $20 + 4 + 60 + 6 = \underline{\quad}$	12 $24 + \underline{\quad} = 90$
7 $40 + 3 + 30 + 7 = \underline{\quad}$	13 $\underline{\quad} + 37 = 80$

14 How does the information in problem 9 help you solve problem 10?

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Lesson 6 Add Two-Digit Numbers

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4 7, $10 + 4$
Basic

5 41 pens; Add the tens, then add the ones, and then add the tens and ones.
Medium

6 52 girls; Break 16 into 4, 10, and 2. Add 4 to 36 to make the next ten, add 10 to that total to find 50, and then add the 2 to 50.
Medium

7 55 red shirts; Add the tens ($30 + 10$), add the ones ($6 + 9$), and then add the tens and ones ($40 + 15$).
Medium

Ms. Kottler has 27 black pens and 14 blue pens.

4 Write the tens and ones.

$$27 = 20 + \dots 7 \dots$$

$$14 = \dots 10 \dots + \dots 4 \dots$$

5 Add the tens, then add the ones from problem 4. How many pens does Ms. Kottler have in all? Show your work.

$$\text{Possible work: } 20 + 10 + 7 + 4 = 30 + 11 = 41$$

$\dots 41 \dots$ pens

There are 36 girls with red shirts. There are 19 boys with red shirts. There are 16 girls with blue shirts.

6 How many girls are there? Show your work.

$$\text{Possible work: } 36 + 16 = 30 + 6 + 10 + 6 = 40 + 12 = 52$$

$\dots 52 \dots$ girls

7 How many children have red shirts? Show your work.

$$\text{Possible work: } 30 + 6 + 10 + 9 = 40 + 15 = 55$$

$\dots 55 \dots$ red shirts

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English Language Learners: Differentiated Instruction

Prepare for Session 3
Use with *Apply It*.

Levels 1–3

Listening/Speaking Choral read *Apply It* problem 8. Refer to the anchor chart from Session 1, showing strategies such as *making a ten*.

Help students summarize the steps to *make a ten* as shown in the anchor chart. Then have partners take turns listing the steps to solve $17 + 48$ using the *make a ten* strategy. Have students use these sentence frames:

I _____ to _____ make a ten.

I _____ from _____.

I add _____ plus _____.

Once complete, have students work together to answer problem 8 using the steps they have discussed with their partner.

Levels 2–4

Writing/Reading Choral read *Apply It* problem 8. Refer to the anchor chart from the Session 1 showing strategies such as *making a ten*.

With a partner, have students summarize the steps to *make a ten* as shown in the anchor chart. Then have partners write the steps to solve $17 + 48$ using the *make a ten* strategy. Students' written work should include sequence words (*first, then, next*) to show their steps.

When complete, have students read their work aloud to their partner. Then have students write an answer to problem 8.

Levels 3–5

Speaking/Writing Have students read *Apply It* problem 8 with partners. Ask students to discuss these questions with their partner: *Based on the information in the problem, what strategy do you think was used? Why do you think that?*

Based on their responses, have students prove their opinion by working through the problem using the strategy they identified. Once completed, have students explain their findings to their partner using one of these sentence frames:

I was right. The strategy used was _____ because _____.

I now know this was not the correct strategy because _____.

ELL Differentiated Instruction provides scaffolds for the next session so teachers can focus on productive struggle when solving mathematics problems by addressing language needs throughout the lesson.