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| **Clarity for Learning** | |
| **Standard KY.1.NBT.2** Understand 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.”  b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones.  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). | |
| **Concepts (Nouns)**  two-digit number  bundle of ten ones  digit | **Skills (Verbs)**  understand the two-digits represent tens and ones  represent  bundle  compose  decompose |
| **Learning Progressions**  *Prerequisite:*   * Teen numbers * Count by tens * Recognize numbers 10-99 * Cardinality * Count objects to 20   *Grade Level Skills: (progression throughout the year)*   * Bundle groups of ten. * Compose teen numbers. * Compose decuple numbers. * Count bundles or groups of ten both forward and backward. * Compose two-digit numbers using bundles, ten-frames, or towers of ten. * Decompose two-digit numbers into tens and ones.   *Clarifications:*  Students use concrete models and drawings, as well as strategies based on place value, properties of operations, and the relationship between addition and subtraction. When solving any problem, students choose to use a concrete model or a drawing. Their strategy is based on place value, properties of operations or the relationship between addition and subtraction. A written representation shows a strategy using words, pictures and/or numbers. KY.K.NBT.1→KY.1.NBT.2→KY.2.NBT.1 | |
| **Learning Intentions (I am learning to...)** | **Success Criteria (I know I’m successful when...)** |
| Create and count numbers to 100. | * I can bundle groups of ten to show a decuple (multiple of ten) number. * I can count bundles of ten both forward and backward. * I can compose two-digit numbers using bundles, ten-frames, or towers of ten and explain my thinking. * I can decompose two-digit numbers into tens and ones using materials and explain my thinking. |