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| **NC.3.NBT.3**  **Helping Hugh** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Generalize place value understanding for multi-digit numbers. |
| **Standard(s)** | **NC.3.NBT.3** Use concrete and pictorial models, based on place value and the properties of operations, to find the product of a one-digit whole number by a multiple of 10 in the range 10–90. |
| **Materials** | Helping Hugh handout, paper, pencils, manipulatives |
| **Task** | Distribute copies of Helping Hugh handouts to each student.  Draw students’ attention to the receipts on the handout.    Read:   * *Hugh works at his dad’s pet shop, but he keeps making mistakes! Look at Hugh’s receipts and decide why he is making so many mistakes.* * *Write a note to Hugh that teaches him how to prevent his mistakes from happening again. Use drawings, charts, objects, words, numbers, or equations to help Hugh understand.* |

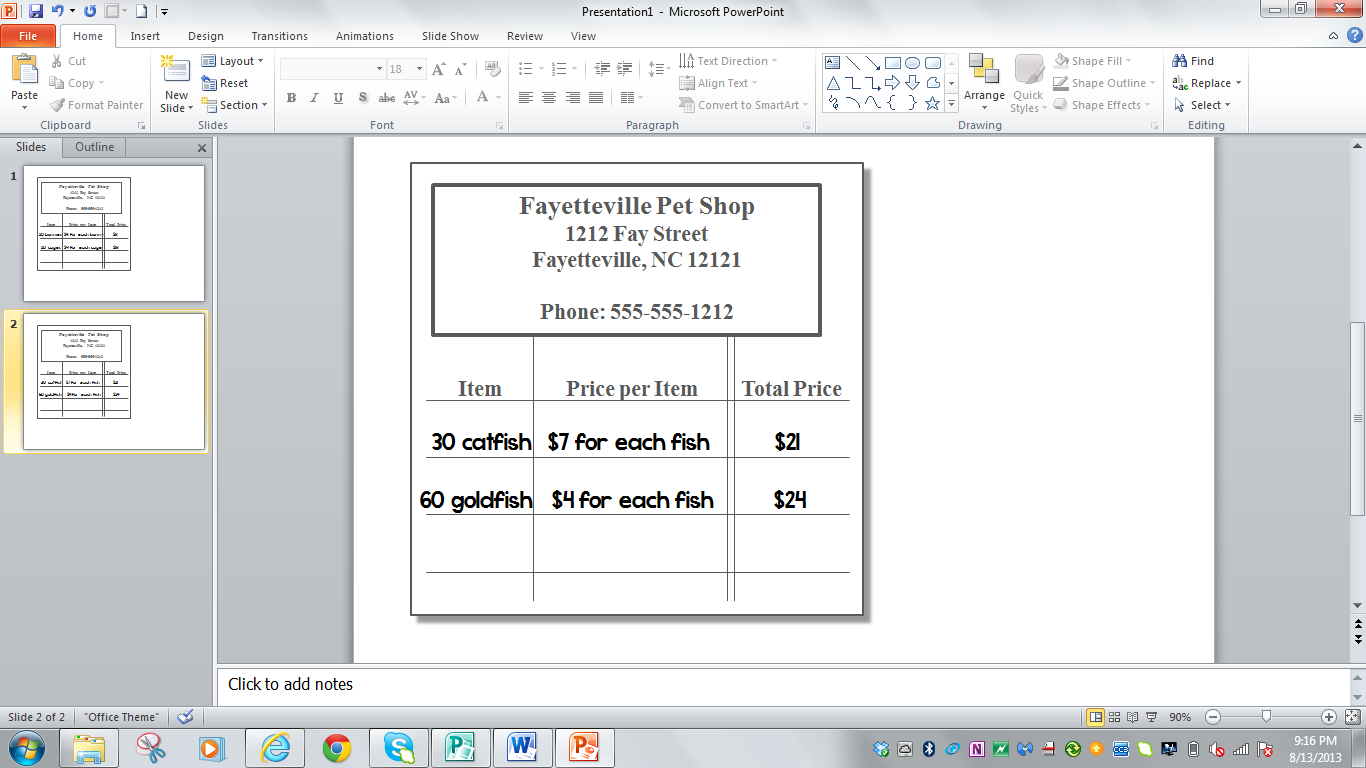
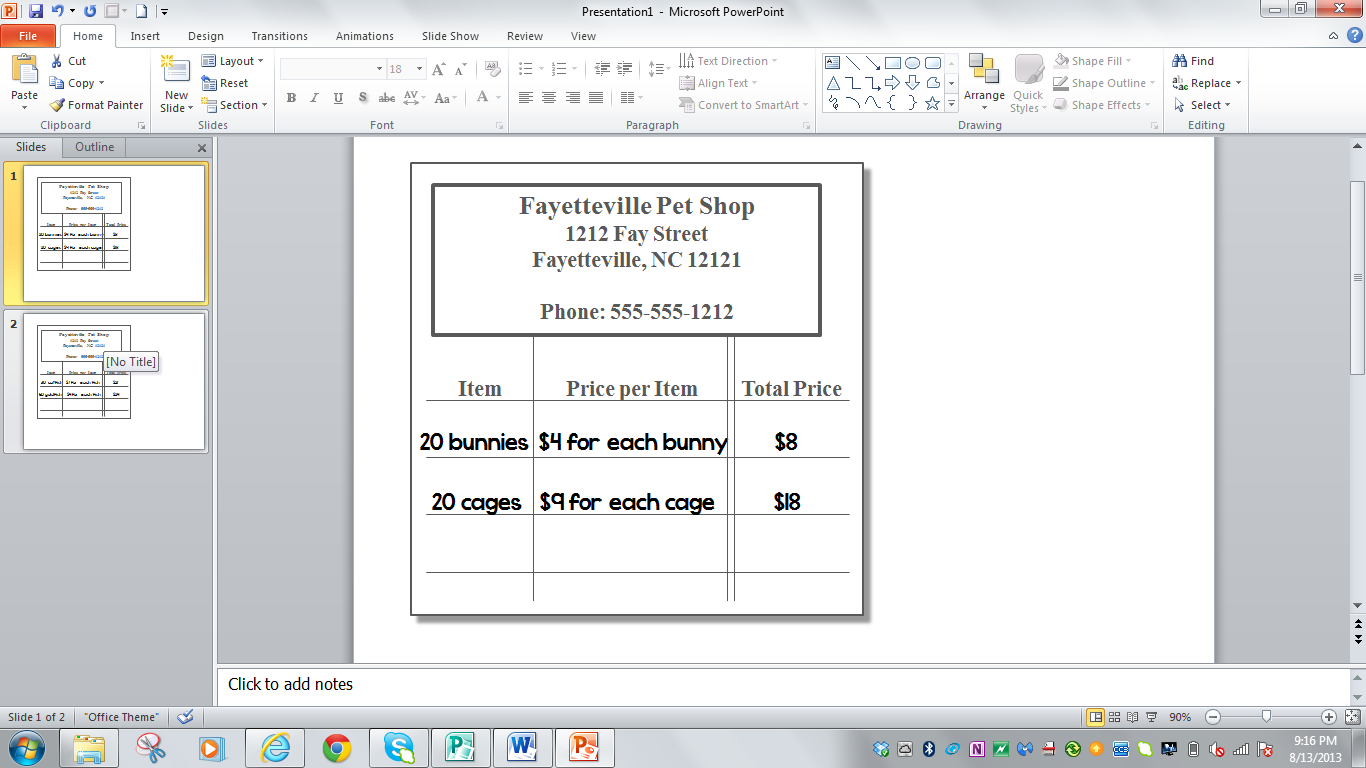
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| **Rubric** | | |
| **Level I**  Not Yet | 1. **Level II** 2. Progressing | **Level III**  Meets Expectation |
| * Student’s work is off-task, incomplete, or not accurate. | * Student identifies that Hugh is multiplying by a single digit, rather than a multiple of ten. However, student is unable to clearly teach Hugh how to fix his mistake. | * Student identifies that Hugh is multiplying by a single digit, rather than a multiple of ten (i.e., instead of multiplying 30x7, Hugh mistakenly multiplies 3x7). * Student teaches Hugh an appropriate strategy for multiplying by a multiple of ten. |

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| **Standards for Mathematical Practice** |
| 1. Makes sense and perseveres in solving problems. |
| 2. Reasons abstractly and quantitatively. |
| **3. Constructs viable arguments and critiques the reasoning of others.** |
| 4. Models with mathematics. |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| **7. Looks for and makes use of structure.** |
| **8. Looks for and expresses regularity in repeated reasoning.** |

**Helping Hugh**

Hugh works at his dad’s pet shop, but he keeps making mistakes!

Look at Hugh’s receipts and decide why he is making so many mistakes.

Write a note to Hugh that teaches him how to prevent his mistakes from happening again. Use drawings, charts, objects, words, numbers, or equations to help Hugh understand.