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| **NC.1.NBT.2**  **Finding Groups and Leftovers (Version 1)** | |  |
| **Domain** | Number and Operations in Base Ten |
| **Clusters** | Extend and recognize patterns in the counting sequence.  Understand place value. |
| **Standards** | **NC.1.NBT.1** Count to 150, starting at any number less than 150.  **NC.1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. |
| **Materials** | 30 cubes or counters |
| **Task** | Place 30 cubes on the table in a scattered arrangement. Ask: *How many groups of tens do you think there are in this pile of cubes?* After student responds, say: *Arrange this pile of cubes into groups of ten.*  Once the student has grouped the cubes into groups of tens, ask: *How many groups of ten are there? Are there any cubes leftover?*  Then, ask: *How many cubes are there in all?* After the student states the amount, say: *Count them to check.* Note if the student counts the cubes by ones (1, 2, 3, …), or if the student counts the cubes by tens (10, 20, 30). |

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| **Continuum of Understanding** | | |  |
| **Not Yet Proficient** | Response includes 0-1 of the descriptors in “Meets Expectations” | * Makes a guess at the total amount. * Uses the groupings to determine the amount. (e.g. “There are 3 groups. That means that there are 30 cubes.”)   Counts the cubes to determine the total amount by:   * ones * tens |
| **Progressing** | Response includes 2-3 of the descriptors in “Meets Expectations” |
| **Meets Expectations** | Response includes all the descriptors in “Meets Expectations”   * Places cubes into groups of ten correctly * Correctly identifies that there are 3 groups after the cubes are arranged * States a correct total amount * Counts the groups of cubes by 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. |