|  |  |
| --- | --- |
| **NC.1.NBT.2****Finding Groups and Leftovers (Version 2)** |  |
| **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** | 40 cubes |
| **Task** | Place 40 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, 40). |

|  |  |
| --- | --- |
| **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 4 groups. That means that there are 40 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 4 groups after the cubes are arranged
* States a correct total amount
* Counts the groups of cubes by ten
 |

|  |  |
| --- | --- |
| **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. |