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| **NC.1.NBT.2**  **Pencils in the Box** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Understand place value. |
| **Standard** | **NC.1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones.  • Unitize by making a ten from a collection of ten ones.  • Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.  • Demonstrate that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens, with 0 ones. |
| **Materials** | 17 pencils |
| **Task** | Provide materials to the student. Read the problem to the student: *You have 17 pencils. A box holds 10 pencils. Do you have enough pencils to fill a box? Do you have any leftover pencils that do not fit in a box? If so, how many pencils do you have that do not fit in a box?* |

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| **Continuum of Understanding** | | |
| **Not Yet Proficient** | Response includes 0 of the descriptors in “Meets Expectations” | Strategies Used:   * Counts objects * Groups 10 objects * Knew without counting |
| **Progressing** | Response includes 1 of the descriptors in “Meets Expectations” |
| **Meets Expectations** | Response includes all the descriptors in “Meets Expectations”   * States that there are enough pencils to fill a box * States that there are 7 leftover pencils that are not in a box |

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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. |