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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
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| **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. |