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| **NC.1.OA.1****How Many Stickers?** |  |
| **Domain** | Operations and Algebraic Thinking |
| **Clusters** | Represent and solve problems.Add and subtract within 20. |
| **Standards** | **NC.1.OA.1** Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem, when solving: • Add to/Take from-Change Unknown• Put together/Take Apart-Addend Unknown • Compare-Difference Unknown**NC.1.OA.6** Add and subtract, within 20, using strategies such as: • Counting on• Making ten• Decomposing a number leading to a ten • Using the relationship between addition and subtraction• Using a number line  • Creating equivalent but simpler or known sums*Take From/Change Unknown* |
| **Materials** | Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *The teacher had 15 stickers. She gave some stickers away. She has 10 stickers left. How many stickers did she give away? Write a number sentence that matches this story.* *Use a symbol for the unknown number.* Once an equation is written, say: *Solve the problem and show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** |  |
| **Not Yet Proficient** | Response includes 0-1 of the descriptors in “Meets Expectations” | Strategies Used:* Trial and Error
* Counting All
* Counting On
* Makes Tens
* Basic Facts
* Think Addition
* Creates easier or known sums
* Doubles
* Doubles +/- 1, 2
* Other:
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| **Progressing** | Response includes 2 of the descriptors in “Meets Expectations” |
| **Meets Expectations** | Response includes all the descriptors in “Meets Expectations”* Correctly solves the problem: 5 stickers
* Clearly explains using strategies such as basic facts, near-doubles, and/or the relationship between addition and subtraction (instead of counting all)
* Equation is accurate (e.g., 15 - \* = 10)
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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. |

**The teacher had 15 stickers. She gave some stickers away. She has 10 stickers left. How many stickers did she give away?**

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| Write a number sentence that matches this story. Use a symbol for the unknown number. |
| Solve the problem.Show your thinking with pictures, numbers, or words.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stickers |