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| **NC.1.NBT.3****Collectible Coins** |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Understanding place value. |
| **Standard** | **NC.1.NBT.3** Compare two two-digit numbers based on the value of the tens and ones digits, ~~recording the results of comparisons with the symbols >,=,<.~~ |
| **Materials** | SF, cubes and counters, pencil  |
| **Task** | Provide materials to the student. Say: *Evan loves to collect coins at the different places he visits in the summer. So far he has collected 29 coins.* Point to the middle column on the student form. *In the middle of your sheet, write the number 29 on the line and use pictures and/or words to represent the number 29.* Point to the left column. *On the left side, write a number that is less than 29 on the line and use pictures and/or numbers to represent the number that is less than 29.* Point to the right column. *On the right side, write a number that is more than 29 on the line and use pictures and/or numbers to represent the number that is more than 29.*  |

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| **Continuum of Understanding** |
| **Not Yet Proficient** | Response includes 0-1 of the descriptors in “Meets Expectations”. | * Writes and represents the number 29 using pictures and/or words
* Writes and represents a number that is **less than** 29 with pictures and/or words
* Writes and represents a number that is **more than** 29 with pictures and/or words
* 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”* Accurately writes and represents the number 29 using pictures and/or words
* Accurately writes and represents a number on the left side that is **less than** 29 based on place value
* Accurately writes and represents a number on the left side that is **more than** 29 based on place value
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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. |

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