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| **NC.1.NBT.3**  **Who Has More Markers?** | |
| **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, unifix cubes or connecting cubes, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Katherine has 23 markers. Matthew has 32 markers. Compare their numbers of markers using pictures and/or words.*  *Circle who has more markers? Katherine OR Matthew*  *Explain how you know.* |

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| **Continuum of Understanding** | | |
| **Not Yet Proficient** | Response includes 0-1 of the descriptors in “Meets Expectations” | Strategies Used:   * Represented both numbers with cubes or pictures * Represented both numbers with words * Correctly compared the numbers * Used a number line to compare. * Other: |
| **Progressing** | Response includes 2-3 of the descriptors in “Meets Expectations” |
| **Meets Expectations** | Response includes all of the descriptors in “Meets Expectations”   * Accurately represents the number 23 * Accurately represents the number 32 * Correctly circles who has more: Matthew * Clearly explains why 32 is more by referencing the amounts of tens in each number |

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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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| **Katherine has 23 markers. Matthew has 32 markers.**  **Compare their numbers of markers using pictures and/or words.**  **23 32**  **Circle who has more markers? Katherine OR Matthew** | |
| **Explain how you know.** | |