|  |  |
| --- | --- |
| **NC.2.OA.3**  **Equal Groups** | |
| **Domain** | Operations and Algebraic Thinking |
| **Cluster** | Work with equal groups. |
| **Standard(s)** | **NC.2.OA.3** Determine whether a group of objects, within 20, has an odd or even number of members by:   * Pairing objects, then counting them by 2s. * Determining whether objects can be placed into two equal groups. * Writing an equation to express an even number as a sum of two equal addends. |
| **Materials** | Student sheet, pencil, manipulatives (counters, Unifix cubes, bears, etc.) |
| **Task** | This task can be given in whole group or small group.  Teacher/students read aloud the problem and solve it. |

|  |  |  |
| --- | --- | --- |
| **Continuum of Understanding** | | |
| **Not Yet Proficient** | Needs prerequisite concepts   * Student is unable to show 12 objects shared equally. * Student is unable to write an equation with two equal addends. * Student is unable to determine if 12 is an even or odd number. | Strategy (ies) used:   * Student uses pictures or numbers to show equal groups. * Student pairs numbers to show equal groups. * Student writes an equation to show that an even number has two equal addends. |
| **Progressing** | * Student writes that 12 is even number, draws 12 objects. Clearly shows that they can be equally grouped but the equation does not match student’s picture. * Student writes that 12 is even, writes 6 + 6 for the equation but has the wrong sum or has the correct sum but wrong addends. |
| **Meets Expectation** | * Student writes that 12 is an even number, draws 12 objects and clearly shows that they can be equally grouped with six objects in each group and writes 6 + 6 = 12 for the equation. |

|  |
| --- |
| **Standards for Mathematical Practice** |
| **1. Make sense and persevere in solving problems.** |
| 2. Reason abstractly and quantitatively. |
| 3. Construct viable arguments and critique the reasoning of others. |
| **4. Model with mathematics.** |
| 5. Use appropriate tools strategically. |
| **6. Attend to precision.** |
| 7. Look for and make use of structure. |
| 8. Look for and express regularity in repeated reasoning. |

NC.2.OA.3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Formative Instructional and Assessment Tasks

Two students want to share 12 pencils equally. Use pictures or numbers to show how they shared the pencils.

|  |
| --- |
| Is 12 an even or odd number? \_\_\_\_\_\_\_\_\_\_\_ |
| Write an equation that represents how they shared the pencils.  \_\_\_\_\_\_\_ + \_\_\_\_\_\_\_ = \_\_\_\_\_\_\_ |