|  |  |
| --- | --- |
| **NC.2.MD.6 & OA.1**  **How Many Candies are Left?** | |
| **Domain** | Measurement and Data  Operations and Algebraic Thinking |
| **Cluster** | Relate addition and subtraction to length.  Represent and solve problems involving addition & subtraction. |
| **Standard(s)** | **NC.2.MD.6** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 100, on a number line.  **NC.2.OA.1** Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:   * One-Step problems:   o Add to/Take from-Result Unknown |
| **Materials** | SF, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Emmanuel poured 43 candies in the jar. His sister took 13 candies out of the jar. How many candies are now in the jar? Use a number line to solve. Use numbers and words to show your thinking.* |

|  |  |  |
| --- | --- | --- |
| **Continuum of Understanding** | | |
| **Not Yet Proficient** | * Provide conceptual instruction on making sense of the situation as a take from result unknown problem * Provide procedural instruction on solving take from result unknown problems * Provide instruction on place value when adding and subtracting without regrouping | * Draws and uses a number line as a tool to solve the problem accurately. * Solves the problem correctly * Clearly explains their thinking   Strategy(ies) Used:   * Counting Back * Creates easier or known sums * Basic Facts * Doubles * Doubles +/- 1, 2 * Other: |
| **Progressing** | * Attempts to draw a number line but is unable to represent spaces accurately. * Solves the problem incorrectly. * Draws the number line inaccurately. * Justification is weak and/or does not accurately represent the strategy used on the number line. |
| **Meets Expectation** | * Correctly solves the problem: 30 candies * Represents numbers as lengths on a number line with equally spaced points corresponding to necessary numbers. * Uses the number line as a tool to solve the problem accurately. * The justification is clear and accurately represents the strategy used on the number line. |

|  |
| --- |
| **Standards for Mathematical Practice** |
| **1. Makes sand 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. |

**NC.2.MD.6 & NC.2.OA.1 Name**

**Formative Instructional and Assessment Tasks**

Emmanuel poured 43 candies in the jar. His sister took 13 candies out of the jar. How many candies are now in the jar?

|  |
| --- |
| Use a number line to solve.  Use numbers and words to show your thinking.  candies |