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| **NC.4.NBT.2**  **Manuel’s Error** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Generalize place value understanding for multi-digit whole numbers. |
| **Standard(s)** | **NC.4.NBT.2** Read and write multi-digit whole numbers up to and including 100,000 using numerals, number names, and expanded form. |
| **Materials** | activity sheet, pencil |
| **Task** | **Manuel’s Error**  Ms. Smith asked Manuel to write this number in standard form:  *ninety-seven thousand, three hundred two.*  Manuel wrote:  *97,3002*   1. What was Manuel’s mistake?   *Possible responses:*   * *An extra zero was added.* * *Manuel’s number represents three-thousand rather than three-hundred.* * *The extra zero changes the place value of the number.* * *Manuel’s number represents nine-hundred seventy-three thousand, two rather than ninety-seven thousand, three hundred two.*  1. What should he have written instead? (*97,302*) 2. How would Ms. Smith’s number be written in expanded form? (*90,000 + 7,000 + 300 + 2*) |

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| **Rubric** | | |
| **Level I**  **Not Yet** | 1. **Level II** 2. **Progressing** | **Level III**  **Meets Expectation** |
| Student is unable to answer any part of the problem correctly. | Student answers 1-2 parts of the problem completely and correctly. | Student answers each part of the question correctly. |

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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. |

**Manuel’s Error**

Ms. Smith asked Manuel to write this number in standard form:

*ninety-seven thousand, three hundred two.*

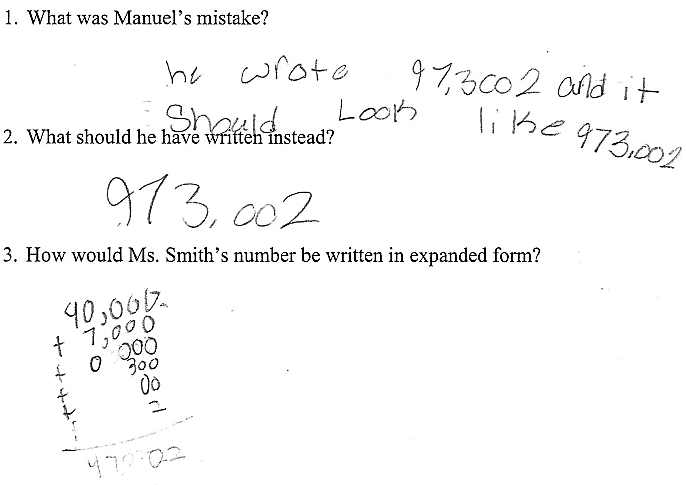
Manuel wrote:

*97,3002*

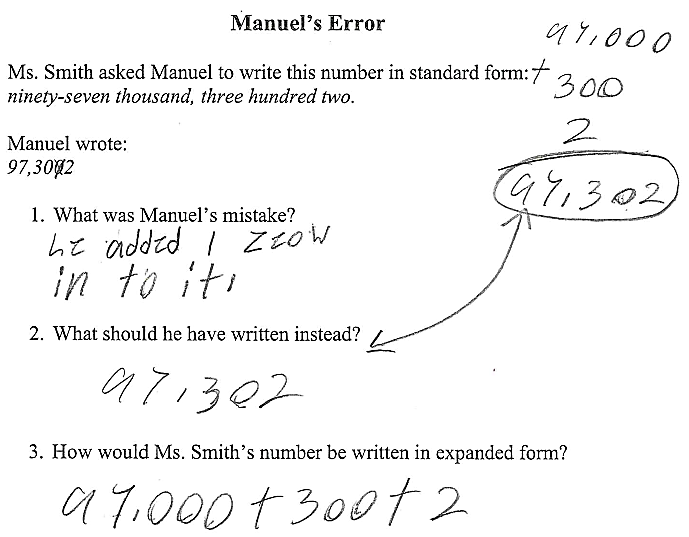
1. What was Manuel’s mistake?
2. What should he have written instead?
3. How would Ms. Smith’s number be written in expanded form?

**Scoring Examples**

**Not Yet:** The student was unable to answer any aspect of the task correctly.



**Progressing:** The student answered questions 1 and 2 correctly, but did not expand the ten thousands and thousands place with writing the number in expanded form.



**Meets Expectation:** The student answered all aspects of the task correctly.

