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| **NC.OA.1**  **Beanbag Toss** | |
| **Domain** | Operations and Algebraic Thinking  Number and Operations in Base Ten |
| **Cluster** | Represent and solve problems involving addition & subtraction.  Use place value understanding and properties of operations to add and subtract. |
| **Standard(s)** | **NC.2.OA.1** Represent and solve addition an 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: * Add to/Take from –Start Unknown * Compare-Bigger Unknown * Compare Smaller-Unknown * Two-Step problems involving single digits: * Add to/Take from- Change Unknown * Add to/Take from- Result Unknown   **NC.2.NBT.5** Demonstrate fluency with addition and subtraction, within 100, by:   * Flexibly using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. * Comparing addition and subtraction strategies and explaining why they work.   Selecting an appropriate strategy in order to efficiently compute sums and differences. |
| **Materials** | SF, Pencil, Paper, counters and base ten materials available |
| **Task** | Provide materials to the student. Read the problem to the student: *Tyler earned 50 points at the Beanbag Toss game. Jack earned 21 points at the Beanbag Toss game. Andrew earned 20 points at the Beanbag Toss game. If Tyler and Jack put their points together, how many more points would they have than Andrew? Solve the problem and use words, numbers or pictures to explain your reasoning.* |

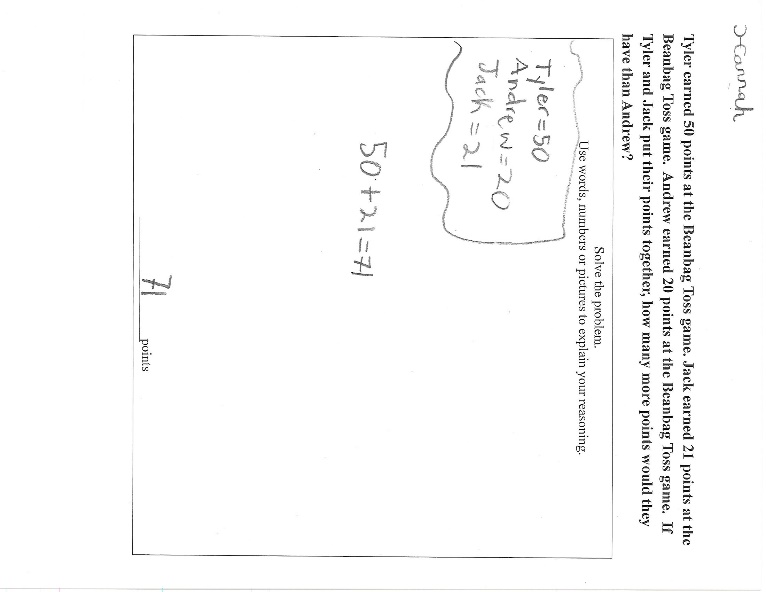
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| **Continuum of Understanding** | | |
| **Not Yet Proficient** | * Needs prerequisite skills |  |
| **Progressing** | * Incorrectly solves the problem. * Relies on counting as primary strategy for solving problem. * Explanation is lacking in detail or non-existent. | Strategy(ies) Used:   * Counting All * Counting On * Makes Tens * Basic Facts * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Meets Expectation** | * Correctly solves the problem: 51 points * Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. * Explanation is clear. |

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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. |

Tyler earned 50 points at the Beanbag Toss game. Jack earned 21 points at the Beanbag Toss game. Andrew earned 20 points at the Beanbag Toss game. If Tyler and Jack put their points together, how many more points would they have than Andrew?

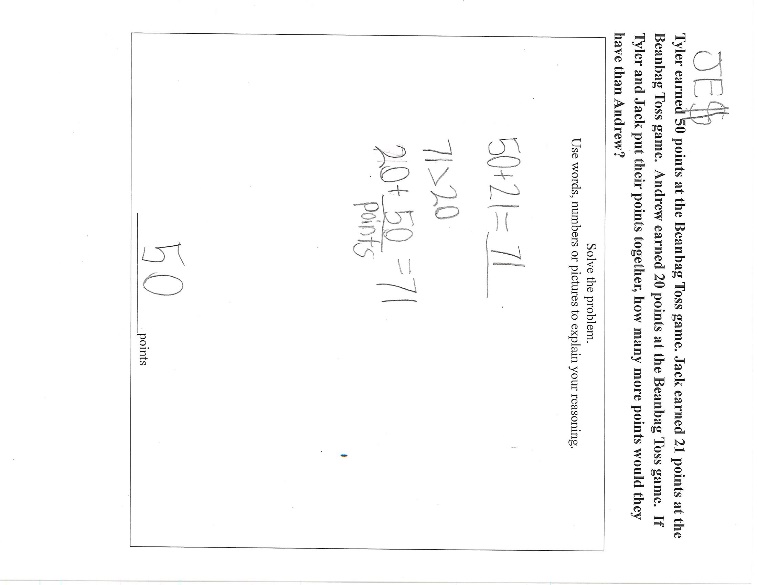
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| Solve the problem.  Use words, numbers or pictures to explain your reasoning.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_points |

Scoring Examples

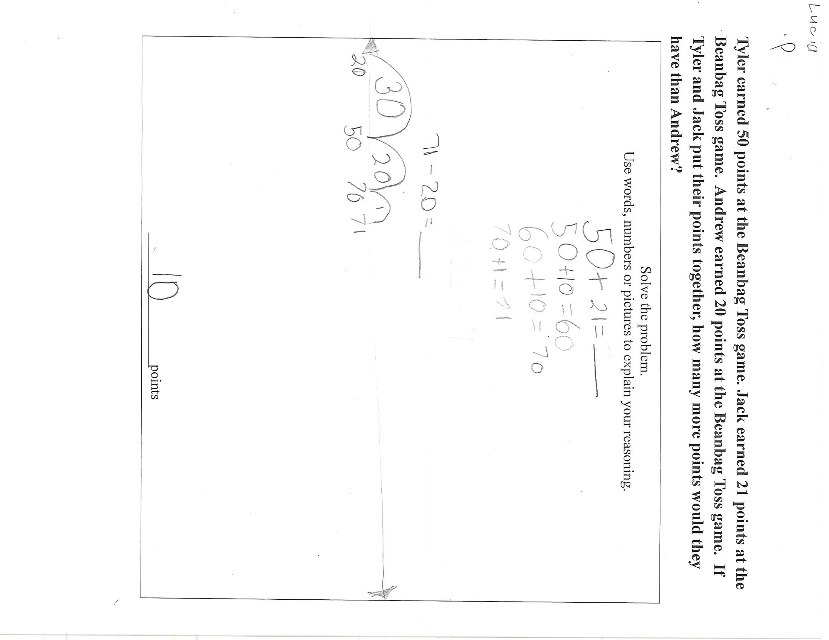


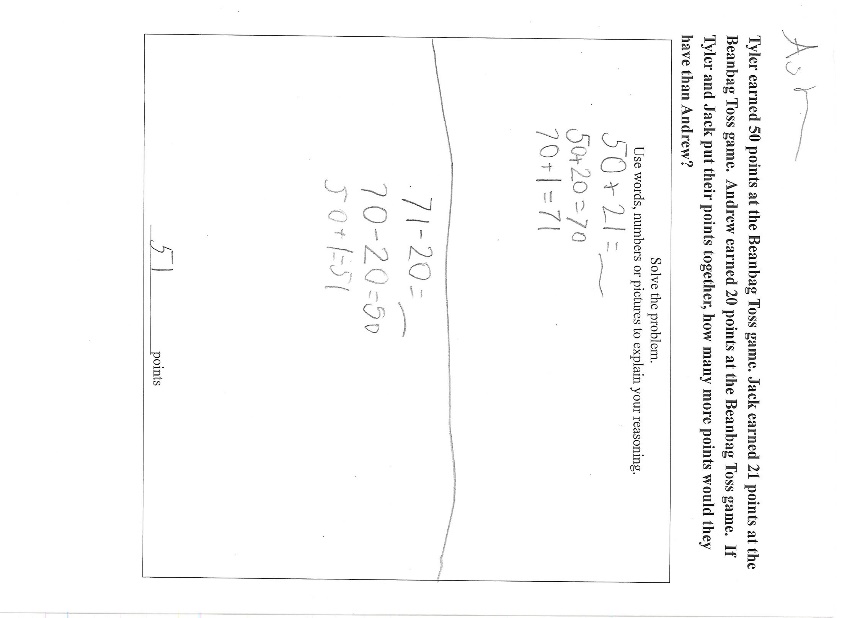
**Progressing:**

In the first example, the student solved the first part of the problem but did not solve the second step.

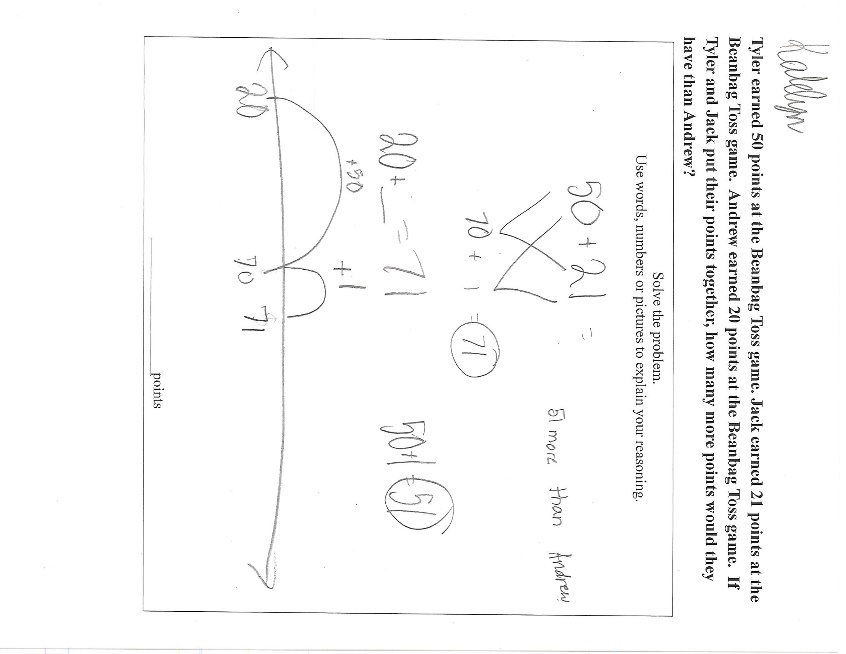


In the second example, the student understood to add 50 + 21 but his strategy is unclear. It is also unclear how he determined 50 as the answer.

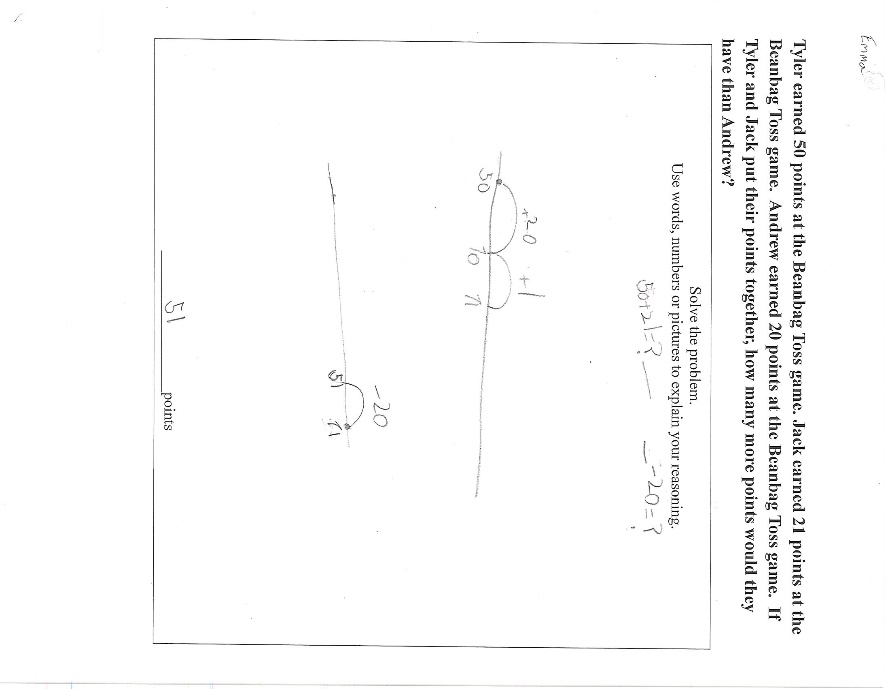
In the third example, the student has a clear strategy for adding 50 + 21. She also understood to subtract 20 from 71. She used the number line to find the distance between 20 and 71 but does not understand how to use this to determine her final answer. The answer, 10, does not appear in any of her work.

**Meets Expectation:**

This work has a clear strategy for solving 50 + 21. She understood to subtract 20 from the 71 and had a clear strategy for the subtraction.



In the second example, the student had a clear

strategy for solving 50 + 21. She used place value. She then used the number line to solve 20 + \_\_\_ = 71. Her strategies are clear and her answer is correct.

In the last example, the student used a number line to solve both parts of the problem. Her strategies are clear and her answer is correct.