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| **NC.2.MD.5 & OA.1**  **Throwing the Ball** | |
| **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.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.  **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 Compare-Smaller Unknown |
| **Materials** | SF, Cubes or counters, pencil |
| **Task** | Provide materials to the student. Read the problem to the student*: On the playground, Grace threw the ball 3 more feet than Ella. Grace threw the ball 21 feet. How far did Ella throw the ball? Write an equation that represents this problem. Use a symbol for the unknown number. Solve the problem and use words, numbers or pictures to explain*  *your reasoning.* |

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| **Continuum of Understanding** | | |
| **Not Yet Proficient** | * Provide conceptual instruction on making sense of the situation as comparison smaller unknown problem * Provide procedural instruction on solving compare smaller unknown problems * Provide instruction on making sense of the situation as a missing addend problem * Provide instruction on place value when adding and subtracting with regrouping | * Writes an accurate equation including a symbol for the unknown number * Solves the problem correctly * Clearly explains their thinking   Strategy(ies) Used:   * Counting Back * Basic Facts * Breaking Tens * Creates easier or known sums * Other: |
| **Progressing** | * Incorrectly solves the problem. * Relies on counting as primary strategy for solving problem. * Equation is inaccurate. * Explanation is lacking in detail or non-existent. |
| **Meets Expectation** | * Correctly solves the problem: 19 feet * Successfully uses strategies such as making tens, creates easier or known sums, and basic facts. * Equation is accurate 21 - 3 = * Equation includes a symbol for the unknown number * Explanation is clear and uses numbers, pictures, or words to show their thinking. |

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| **Standards for Mathematical Practice** |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |

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| 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.5 & NC.2.OA.1 Name**

**Formative Instructional and Assessment Tasks**

On the playground, Grace threw the ball 3 more feet than Ella. Grace threw the ball 21 feet. How far did Ella throw the ball?

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| **Write an equation that represents this problem. Use a symbol for the unknown number.** |
| Solve the problem.  Use words, numbers or pictures to explain your reasoning.  feet |