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| **NBT Task 1a** | |  |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Extend the counting sequence.  Understand place value. |
| **Standard(s)** | **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. |
| **Materials** | 19 cubes or counters, blank paper, pencil |
| **Task** | Place 19 cubes on the table in a scattered arrangement. Say: *I have a pile cubes. How many do you think there are? Count and see.*  After the student counts, ask: “*How many cubes are in the pile?*  Say: *Write that number on this piece of paper*.  Then, circle the digit in the ones place (9). Say: *Show me with your cubes this amount.*  After the student shows the cubes, point to the digit in the tens place (1) and say: “*Show me with your cubes this amount.*”  If there are still cubes left over, point to the remaining cubes and ask: “*Why do you think there are still cubes leftover?”* |

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| **Continuum of Understanding** | | |  |
| **Developing Understanding** | * Counts the collection of cubes incorrectly. * Incorrectly shows the amount of cubes in the ones place. * Incorrectly shows the amount of cubes in the tens place. * Has cubes leftover after showing both amounts. | * Shows 9 cubes to represent the digit “9”. * Shows 10 cubes to represent the digit “1”. * Shows 1 cube to represent the digit “1”. |
| **Complete Understanding** | * Counts the collection of cubes correctly. * Correctly shows the amount of cubes in the ones place. * Correctly shows the amount of cubes in the tens place. |

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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. |

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| **NBT Task 1b** | |  |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Extend the counting sequence.  Understand place value. |
| **Standard(s)** | **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. |
| **Materials** | 13 cubes or counters, blank piece of paper, pencil |
| **Task** | Place 12 cubes on the table in a scattered arrangement. Say: *I have a pile cubes. How many do you think there are? Count and see.*  After the student counts, ask: “*How many cubes are in the pile?*  Say: *Write that number on this piece of paper*.  Then, circle the digit in the ones place (2). Say: *Show me with your cubes this amount.*  After the student shows the cubes, point to the digit in the tens place (1) and say: “*Show me with your cubes this amount.*”  If there are still cubes left over, point to the remaining cubes and ask: “*Why do you think there are still cubes leftover?”* |

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| **Continuum of Understanding** | | |  |
| **Developing Understanding** | * Counts the collection of cubes incorrectly. * Incorrectly shows the amount of cubes in the ones place. * Incorrectly shows the amount of cubes in the tens place. * Has cubes leftover after showing both amounts. | * Shows 3 cubes to represent the digit “2”. * Shows 10 cubes to represent the digit “1”. * Shows 1 cube to represent the digit “1”. |
| **Complete Understanding** | * Counts the collection of cubes correctly. * Correctly shows the amount of cubes in the ones place. * Correctly shows the amount of cubes in the tens place. |

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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. |

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| **NBT Task 1c** | |  |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Extend the counting sequence.  Understand place value. |
| **Standard(s)** | **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. |
| **Materials** | 30 cubes or counters |
| **Task** | Place 30 cubes on the table in a scattered arrangement. Ask: *How many groups of tens do you think there are in this pile of cubes?* After student responds, say: *Arrange this pile of cubes into groups of ten.*  Once the student has grouped the cubes into groups of tens, ask: *How many groups of ten are there? Are there any cubes leftover?*  Then, ask: *How many cubes are there in all?* After the student states the amount, say: *Count them to check.* Note if the student counts the cubes by ones (1, 2, 3, …), or if the student counts the cubes by tens (10, 20, 30). |

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| **Continuum of Understanding** | | |  |
| **Developing Understanding** | * Places cubes into groups of ten incorrectly. * Incorrectly identifies that there are 3 groups after the cubes are arranged. * States an incorrect total amount. * Counts the cubes by ones, even though they are arranged in groups of ten. | * Makes a guess at the total amount. * Uses the groupings to determine the amount. (e.g., ”There are 3 groups. That means that there are 30 cubes.”)   Counts the cubes to determine the total amount by:   * ones * tens |
| **Complete Understanding** | * Places cubes into groups of ten correctly. * Correctly identifies that there are 3 groups after the cubes are arranged. * States a correct total amount. * Counts the groups of cubes by ten. |

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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. |

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| **NBT Task 1d** | |  |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Extend the counting sequence.  Understand place value. |
| **Standard(s)** | **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. |
| **Materials** | 40 cubes |
| **Task** | Place 40 cubes on the table in a scattered arrangement. Ask: *How many groups of tens do you think there are in this pile of cubes?* After student responds, say: *Arrange this pile of cubes into groups of ten.*  Once the student has grouped the cubes into groups of tens, ask: *How many groups of ten are there? Are there any cubes leftover?*  Then, ask: *How many cubes are there in all?* After the student states the amount, say: *Count them to check.* Note if the student counts the cubes by ones (1, 2, 3, …), or if the student counts the cubes by tens (10, 20, 30, 40). |

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| **Continuum of Understanding** | | |  |
| **Developing Understanding** | * Places cubes into groups of ten incorrectly. * Incorrectly identifies that there are 4 groups after the cubes are arranged. * States an incorrect total amount. * Counts the cubes by ones, even though they are arranged in groups of ten. | * Makes a guess at the total amount. * Uses the groupings to determine the amount. (e.g., ”There are 4 groups. That means that there are 40 cubes.”)   Counts the cubes to determine the total amount by:   * ones * tens |
| **Complete Understanding** | * Places cubes into groups of ten correctly. * Correctly identifies that there are 4 groups after the cubes are arranged. * States a correct total amount. * Counts the groups of cubes by ten. |

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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. |

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| **NBT Task 1e** | |  |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Extend the counting sequence.  Understand place value. |
| **Standard(s)** | **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. |
| **Materials** | 30 cubes or counters, blank paper, pencil |
| **Task** | Place 30 cubes on the table in a scattered arrangement. Say: *I have a pile cubes. How many do you think there are? Count and see.*  After the student counts, ask: “*How many cubes are in the pile?*  Say: *Write that number on this piece of paper*.  Then, circle the digit in the ones place (0). Say: *Show me with your cubes this amount.*  After the student states that there would be zero cubes, point to the digit in the tens place (3) and say: “*Show me with your cubes this amount.*”  If there are still cubes left over, point to the remaining cubes and ask: “*Why do you think there are still cubes leftover?”* |

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| **Continuum of Understanding** | | |  |
| **Developing Understanding** | * Counts the collection of cubes incorrectly. * Incorrectly shows the amount of cubes in the ones place. * Incorrectly shows the amount of cubes in the tens place. * Has cubes leftover after showing both amounts. | * Shows 0 cubes to represent the digit “0”. * Shows 30 cubes to represent the digit “3”. * Shows 3 cubes to represent the digit “3”. |
| **Complete Understanding** | * Counts the collection of cubes correctly. * Correctly shows the amount of cubes in the ones place. * Correctly shows the amount of cubes in the tens place. |

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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. |

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| **NBT Task 1f** | |  |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Extend the counting sequence.  Understand place value. |
| **Standard(s)** | **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. |
| **Materials** | 40 cubes or counters, blank paper, pencil |
| **Task** | Place 40 cubes on the table in a scattered arrangement. Say: *I have a pile cubes. How many do you think there are? Count and see.*  After the student counts, ask: “*How many cubes are in the pile?*  Say: *Write that number on this piece of paper*.  Then, circle the digit in the ones place (0). Say: *Show me with your cubes this amount.*  After the student states that there would be zero cubes, point to the digit in the tens place (4) and say: “*Show me with your cubes this amount.*”  If there are still cubes left over, point to the remaining cubes and ask: “*Why do you think there are still cubes leftover?”* |

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| **Continuum of Understanding** | | |  |
| **Developing Understanding** | * Counts the collection of cubes incorrectly. * Incorrectly shows the amount of cubes in the ones place. * Incorrectly shows the amount of cubes in the tens place. * Has cubes leftover after showing both amounts. | * Shows 0 cubes to represent the digit “0”. * Shows 40 cubes to represent the digit “4”. * Shows 4 cubes to represent the digit “4” |
| **Complete Understanding** | * Counts the collection of cubes correctly. * Correctly shows the amount of cubes in the ones place. * Correctly shows the amount of cubes in the tens place. |

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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. |

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| **NBT Task 1g** | |  |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Extend the counting sequence.  Understand place value. |
| **Standard(s)** | **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. |
| **Materials** | none |
| **Task** | Say: *I’m going to pretend that I have some groups of ten cubes and some leftover. I want you to tell me how many I have.*  *What if I had 4 groups of ten cubes and zero leftovers? How many cubes would I have?*  *What if I had 6 groups of ten cubes and zero leftovers? How many cubes would I have?*  *What if I had 8 groups of ten cubes and zero leftovers? How many cubes would I have?*  *What if I had 1 group of ten cubes and 3 ones? How many cubes would I have?*  *What if I had 1 group of ten cubes and 9 ones? How many cubes would I have?*  *What if I had 1 group of ten cubes and 1 leftover? How many cubes would I have?* |

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| **Continuum of Understanding** | | |  |
| **Developing Understanding** | * Counts the collection of cubes incorrectly. * Incorrectly shows the amount of cubes in the ones place. * Incorrectly shows the amount of cubes in the tens place. * Has cubes leftover after showing both amounts. | Correctly Identified:   * 40 * 60 * 80 * 13 * 19 * 11 |
| **Complete Understanding** | * Counts the collection of cubes correctly. * Correctly shows the amount of cubes in the ones place. * Correctly shows the amount of cubes in the tens place. |

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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. |

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| **NBT Task 1h** | |  |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Extend the counting sequence.  Understand place value. |
| **Standard(s)** | **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. |
| **Materials** | none |
| **Task** | Say: *I’m going to pretend that I have some groups of ten cubes and some leftover. I want you to tell me how many I have.*  Say: *I’m going to ask you “What If” questions about some cubes. Listen carefully and decide how many cubes I would have*.  *What if I had 3 tens and zero ones? How many cubes would I have?*  *What if I had 7 tens and zero ones? How many cubes would I have?*  *What if I had 9 tens and zero ones? How many cubes would I have?*  *What if I had 1 ten and 4 ones? How many cubes would I have?*  *What if I had 1 ten and 8 ones? How many cubes would I have?*  *What if I had 1 ten and 2 leftover? How many cubes would I have?* |

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| **Continuum of Understanding** | | |  |
| **Developing Understanding** | * Provides an incorrect response for one or more questions. * Uses counting as a strategy to solve one or more questions. | Correctly Identified:   * 30 * 70 * 90 * 14 * 18 * 12 |
| **Complete Understanding** | * Answers all questions 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. |

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| **NBT Task 1i** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Extend the counting sequence. |
| **Standard(s)** | **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. |
| **Materials** | Pencil, Paper |
| **Task** | Provide materials to the student. Read the problem to the student: *Mrs. Scrinzi is counting students as they enter the classroom. She has just counted the 8th student. What numbers will Mrs. Scrinzi say for the next 5 students?*  8, \_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_. |

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| **Continuum of Understanding** | |
| **Developing Understanding** | * Incorrectly states a number in the counting sequence. * Skips a number, but continues the counting sequence correctly. |
| **Complete Understanding** | * Correctly counts: 9, 10, 11, 12, 13. |

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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. |

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| **NBT Task 1j** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Extend the counting sequence. |
| **Standard(s)** | **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. |
| **Materials** | Pencil, Paper |
| **Task** | Provide materials to the student. Read the problem to the student: *Susan is counting students as they enter the gym for the play. She has just counted the 98th student. What numbers will Susan say for the next 5 students?*  98, \_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_. |

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| **Continuum of Understanding** | |
| **Developing Understanding** | * Incorrectly states a number in the counting sequence. * Skips a number, but continues the counting sequence correctly. |
| **Complete Understanding** | * Correctly answers: 99, 100, 101, 102, 103. |

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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. |

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| **NBT Task 1k** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Extend the counting sequence. |
| **Standard(s)** | **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. |
| **Materials** | Pencil, Paper |
| **Task** | Provide materials to the student. Read the problem to the student: *Susan is counting students as they enter the gym for the play. She has just counted the 109th student. What numbers will Susan say for the next 5 students?*  109, \_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_. |

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| **Continuum of Understanding** | |
| **Developing Understanding** | * Incorrectly states a number in the counting sequence. * Skips a number, but continues the counting sequence correctly. |
| **Complete Understanding** | * Correctly answers: 110, 111, 112, 113, 114 |

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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. |

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| **NBT Task 1m** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Understand place value. |
| **Standard(s)** | **1.NBT.2.** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:   1. 10 can be thought of as a bundle of ten ones — called a “ten.” 2. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 3. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). |
| **Materials** | 17 pencils |
| **Task** | Provide materials to the student. Read the problem to the student: *You have 17 pencils. A box holds 10 pencils. Do you have enough pencils to fill a box? Do you have any leftover pencils that do not fit in a box? If so, how many pencils do you have that do not fit in a box?* |

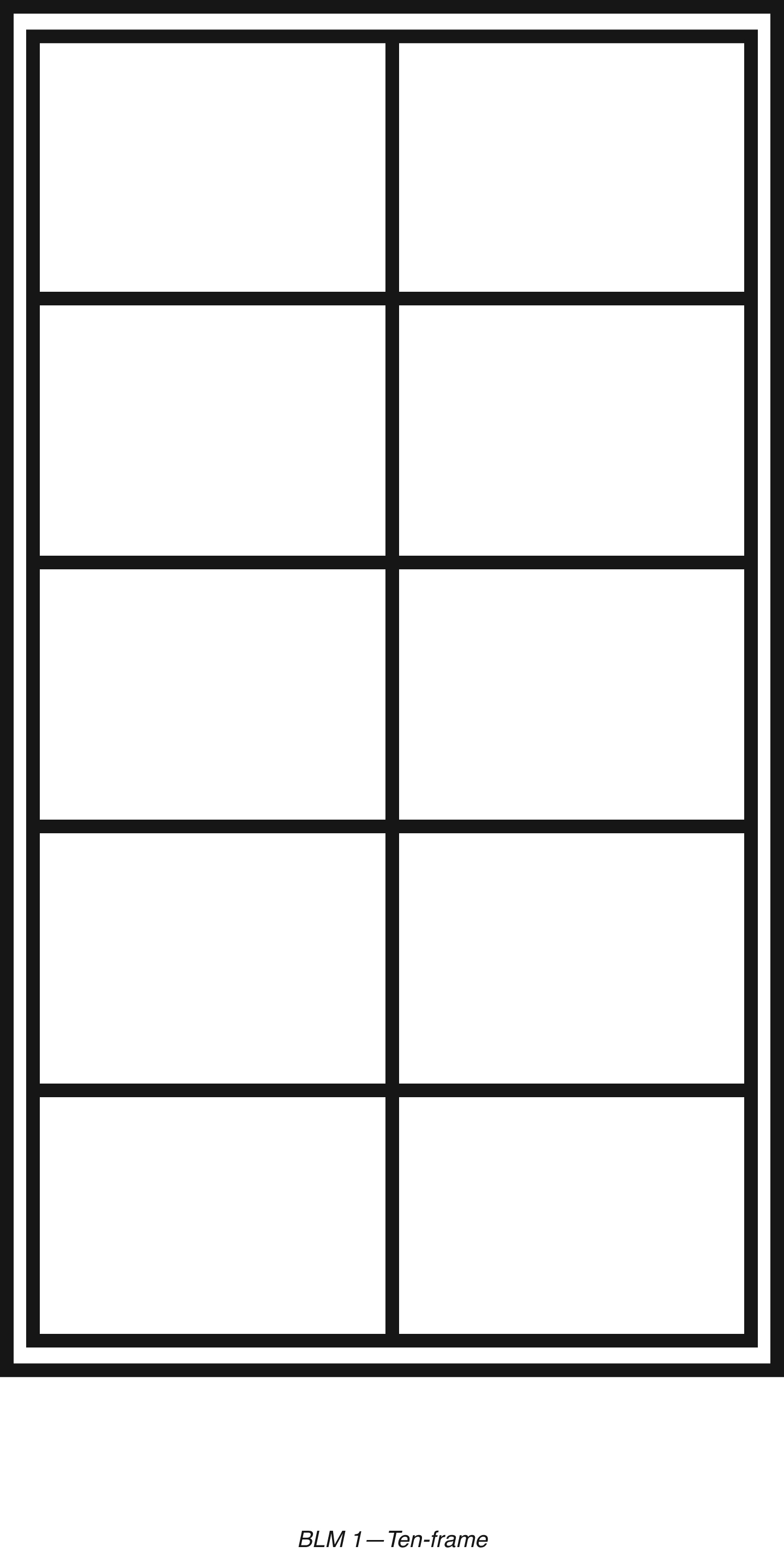
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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly solves the problem. * Identifies that there are enough to fit in the box, but incorrectly determines the number of leftover pencils. | Strategy(ies) Used:   * Counts objects * Groups 10 objects * Knew without counting |
| **Complete Understanding** | * States that there are enough pencils to fill a box. * States that there are 7 leftover pencils that are not in a box. |

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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. |

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| **NBT Task 1n** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Understand place value. |
| **Standard(s)** | **1.NBT.2.** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:   1. 10 can be thought of as a bundle of ten ones — called a “ten.” 2. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 3. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). |
| **Materials** | 10 counters, BLM: ten frame |
| **Task** | Part A: Give the student a ten frame and 7 counters. Say: *Please put these counters on the ten frame.* When the student is finished ask\*: *How many more counters do you need to make a ten? If you believe the students can solve the problem without counting, add the statement:: See if you know without counting.* If you are unsure of how the student figured out how many more were needed, ask: *How did you figure that out?*  Repeat with 4, 9, and 5 counters.  Part B: If student can quickly determine the missing part without counting, ask “What If” questions. Say: *This time let’s see if you know how many more counters you need to make a ten- without using counters or a ten frame. What if you had 8 counters? How many more do you need to make ten?* If you are unsure of how the student figured out how many more were needed, ask: *“How did you figure that out?*  Repeat with 1, 6, and 3. |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Counts to determine one or more missing parts of ten. * Incorrectly answers one or more problems. * Knows some without counting, but not all. | Fluent with Missing Parts of 10 using ten frame and counters:   * 7 * 4 * 9 * 5   Fluent with Missing Parts of 10 without ten frame and counters:   * 8 * 1 * 6 * 3 |
| **Complete Understanding** | * Fluently determines the missing part using ten frames and counters without counting (Part A). * Fluently determines the missing part without ten frames and counters without counting (Part B). |

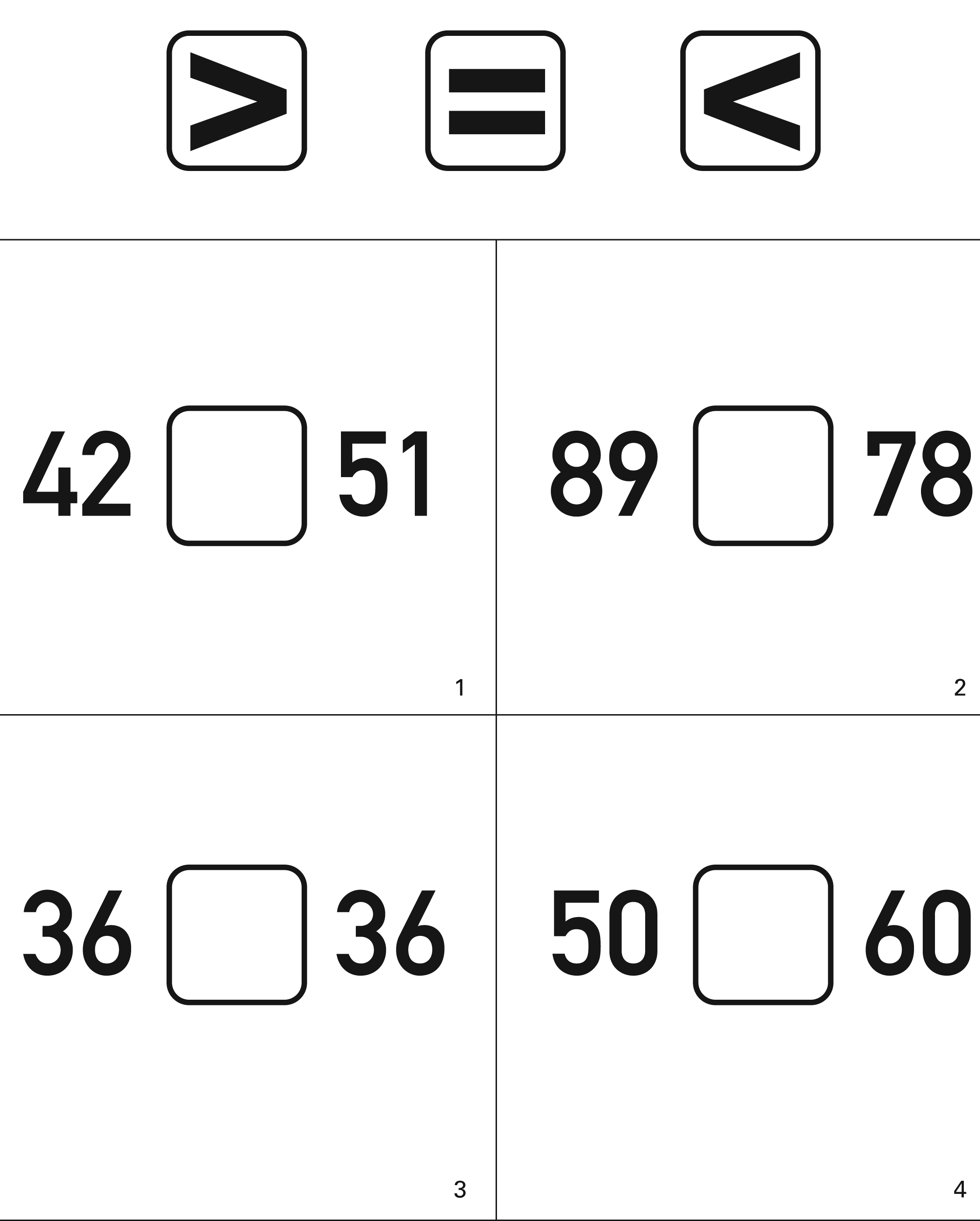
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| **Standards for Mathematical Practice** |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4. Models with mathematics. |
| 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. |



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| **NBT Task 2a** | |  |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Extend the counting sequence.  Understand place value. |
| **Standard(s)** | **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  **1.NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. |
| **Materials** | BLM comparison cards, pencil |
| **Task** | Cut out the comparison cards and the symbol cards. Show the student card #1 (42 ☐ 51). Then show the student the symbol cards (>, =, <). Say: *Which symbol do you need to use to make this sentence true?*  After the student selects and places the symbol card, say: *read your sentence to me.*  *Repeat with cards #2-4.* |

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| **Continuum of Understanding** | | |  |
| **Developing Understanding** | * Uses an incorrect symbol for one or more items. * Uses symbols correctly but reads one or more equations incorrectly. * Uses incorrect symbol but reads the sentence as a true equation (e.g., 42 > 51 and reads “42 is less than 51”). | Correctly uses symbols:   * > * < * =   Correctly reads symbols:   * >: greater than * <: less than * =: equals, the same amount as, the same as |
| **Complete Understanding** | * Uses the correct symbol for all items. * Reads all equations 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. |



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| **NBT Task 2b** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Extend the counting sequence.  Understand place value. |
| **Standard(s)** | **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  **1.NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. |
| **Materials** | SF comparison equations, pencil |
| **Task** | Provide materials to the student. Read the directions aloud: *Write the correct symbol for each equation.*  *42* ☐ *24*  *11* ☐ 11  *44* ☐ *46*  *13* ☐ 14  30 ☐ 40  87 ☐ 78  99 ☐ 99 |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Answers one or more items incorrectly. | Correctly identified:   * greater than * less than * equal   Correctly answered reversed items:   * 42 / 24 * 87 / 78 |
| **Complete Understanding** | * Answers all items 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. |

**Write the correct symbol for each equation. <   =   >**

1. 42 🞏 24
2. 11 🞏 11
3. 44 🞏 46
4. 13 🞏 14
5. 30 🞏 40
6. 87 🞏 78
7. 99 🞏 99

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| **NBT Task 3a** | |  |  |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Use place value understanding and properties of operations to add and subtract. |
| **Standard(s)** | **1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.  *Add to- Result Unknown* |
| **Materials** | SF, cubes or counters, ten frames, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Santiago collected 36 pennies. Malik gave him 8 more pennies. How many pennies does Santiago have now?*  *Show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |  |  |
| **Developing Understanding** | * Solves the problem incorrectly. * Solves the problem correctly, but relies on counting all or counting on. * Solves the problem correctly, but does not show strategies with pictures, numbers, or words. | Strategy(ies) Used:   * Counting All * Counting On * Makes Tens * Basic Facts * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Clearly explains the correct answer, showing use of strategies other than counting on or counting by ones. |

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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. |

**Santiago collected 36 pennies. Malik gave him 8 more pennies. How many pennies does Santiago have now?**

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| Show your thinking with pictures, words, or numbers.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pennies |

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| **NBT Task 3b** | |  |  |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Use place value understanding and properties of operations to add and subtract. |
| **Standard(s)** | **1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.  *Add to- Result Unknown* |
| **Materials** | SF, Cubes or counters, ten frames, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Sebastian collected 47 baseball cards. Benjamin gave him 5 more cards. How many cards does Sebastian have now?* *Show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |  |  |
| **Developing Understanding** | * Solves the problem incorrectly. * Solves the problem correctly, but relies on counting all or counting on. * Solves the problem correctly, but does not show strategies with pictures, numbers, or words. | Strategy(ies) Used:   * Counting All * Counting On * Makes Tens * Basic Facts * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Clearly explains the correct answer, showing use of strategies other than counting on or counting by ones. |

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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. |

**Sebastian collected 47 baseball cards. Benjamin gave him 5 more cards. How many cards does Sebastian have now?**

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| Show your thinking with pictures, words, or numbers.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cards |

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| **NBT Task 3c** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Use place value understanding and properties of operations to add and subtract. |
| **Standard(s)** | **1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.  **1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.  *Add to- Result Unknown* |
| **Materials** | SF, Cubes or counters, ten frames, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *67 ants crawled on the picnic table. 30 more ants came. How many ants are on the picnic table now?* *Show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Solves the problem incorrectly. * Solves the problem correctly, but relies on counting all or counting on. * Solves the problem correctly, but does not show strategies with pictures, numbers, or words. | Strategy(ies) Used:   * Counting All * Counting On * Makes Tens * 10 more than/less than * Basic Facts * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Clearly explains the correct answer, showing use of strategies other than counting on or counting by ones. |

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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. |

**67 ants crawled on the picnic table. 30 more ants came. How many ants are on the picnic table now?**

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| Show your thinking with pictures, words, or numbers.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ants |

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| **NBT Task 3d** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Use place value understanding and properties of operations to add and subtract. |
| **Standard(s)** | **1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.  **1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.  *Add to- Result Unknown* |
| **Materials** | SF, Cubes or counters, ten frames, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *Alyssa found 78 pinecones on the playground. Then, Alyssa found 20 more pinecones at home. How many pinecones did Alyssa find?* *Show your thinking with pictures, numbers, or words.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Solves the problem incorrectly. * Solves the problem correctly, but relies on counting all or counting on. * Solves the problem correctly, but does not show strategies with pictures, numbers, or words. | Strategy(ies) Used:   * Counting All * Counting On * Makes Tens * 10 more than/less than * Basic Facts * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Clearly explains the correct answer, showing use of strategies other than counting on or counting by ones. |

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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. |

**Alyssa found 78 pinecones on the playground. Then, Alyssa found 20 more pinecones at home. How many pinecones did Alyssa find?**

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| Show your thinking with pictures, words, or numbers.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pinecones |

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| **NBT Task 3e** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Use place value understanding and properties of operations to add and subtract. |
| **Standard(s)** | **1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. |
| **Materials** | SF, Cubes or counters, ten frames, pencil |
| **Task** | Provide materials to the student. Read the directions to the student: *Solve each problem. Show your thinking with pictures, numbers, or words.*   1. 21 + 8 = ☐ 2. ☐ = 45 + 7 3. ☐ = 32 + 40 4. 84 + 9 = ☐ 5. 63 + 20 = ☐ |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Solves one or more items incorrectly. * Solves the items correctly, but relies on counting all or counting on. * Solves the items correctly, but does not show strategies with pictures, numbers, or words. | Strategy(ies) Used:   * Counting All * Counting On * Makes Tens * 10 more than/less than * Basic Facts * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Clearly explains the correct answer for each item, showing use of strategies other than counting on or counting by ones. |

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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. |

Solve each problem. Show your thinking with pictures, numbers, or words.

1. 21 + 8 = 🗖
2. 🗖 = 45 + 7
3. 🗖= 32 + 40
4. 84 + 9 = 🗖
5. 63 + 20 = 🗖

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| **NBT Task 3f** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Use place value understanding and properties of operations to add and subtract |
| **Standard(s)** | **1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. |
| **Materials** | SF, Cubes or counters, ten frames, pencil |
| **Task** | Provide materials to the student. Read the directions to the student: *Solve each problem. Show your thinking with pictures, numbers, or words.*   1. 31 + 7 = ☐ 2. ☐ = 55 + 7 3. ☐= 32 + 50 4. 74 + 9 = ☐ 5. 63 + 30 = ☐ |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Solves one or more items incorrectly. * Solves the items correctly, but relies on counting all or counting on. * Solves the items correctly, but does not show strategies with pictures, numbers, or words. | Strategy(ies) Used:   * Counting All * Counting On * Makes Tens * 10 more than/less than * Basic Facts * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Clearly explains the correct answer for each item, showing use of strategies other than counting on or counting by ones. |

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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. |

Solve each problem. Show your thinking with pictures, numbers, or words.

1. 31 + 7 = 🗖
2. 🗖= 55 + 7
3. 🗖 = 32 + 50
4. 74 + 9 = 🗖
5. 63 + 30 = 🗖

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| **NBT Task 4a** | |  |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Use place value understanding and properties of operations to add and subtract. |
| **Standard(s)** | **1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. |
| **Materials** | 14 cubes or counters |
| **Task** | Show the student 14 cubes. Say: *There are 14 cubes here. What if we added ten more cubes? How many would we have? How did you figure that out?*  Pause. Then, say*: Let’s pretend we have 24 cubes. What if we added ten more cubes? How many would we have?*  *What if we added ten more cubes? How many would we have?*  *What if we added ten more cubes? How many would we have?*  Pause. Then, say: *Let’s pretend we have 89 cubes and we took ten away. How many would we have?*  *What if we took away ten more cubes? How many would we have?*  *What if we took away ten more cubes? How many would we have?* |

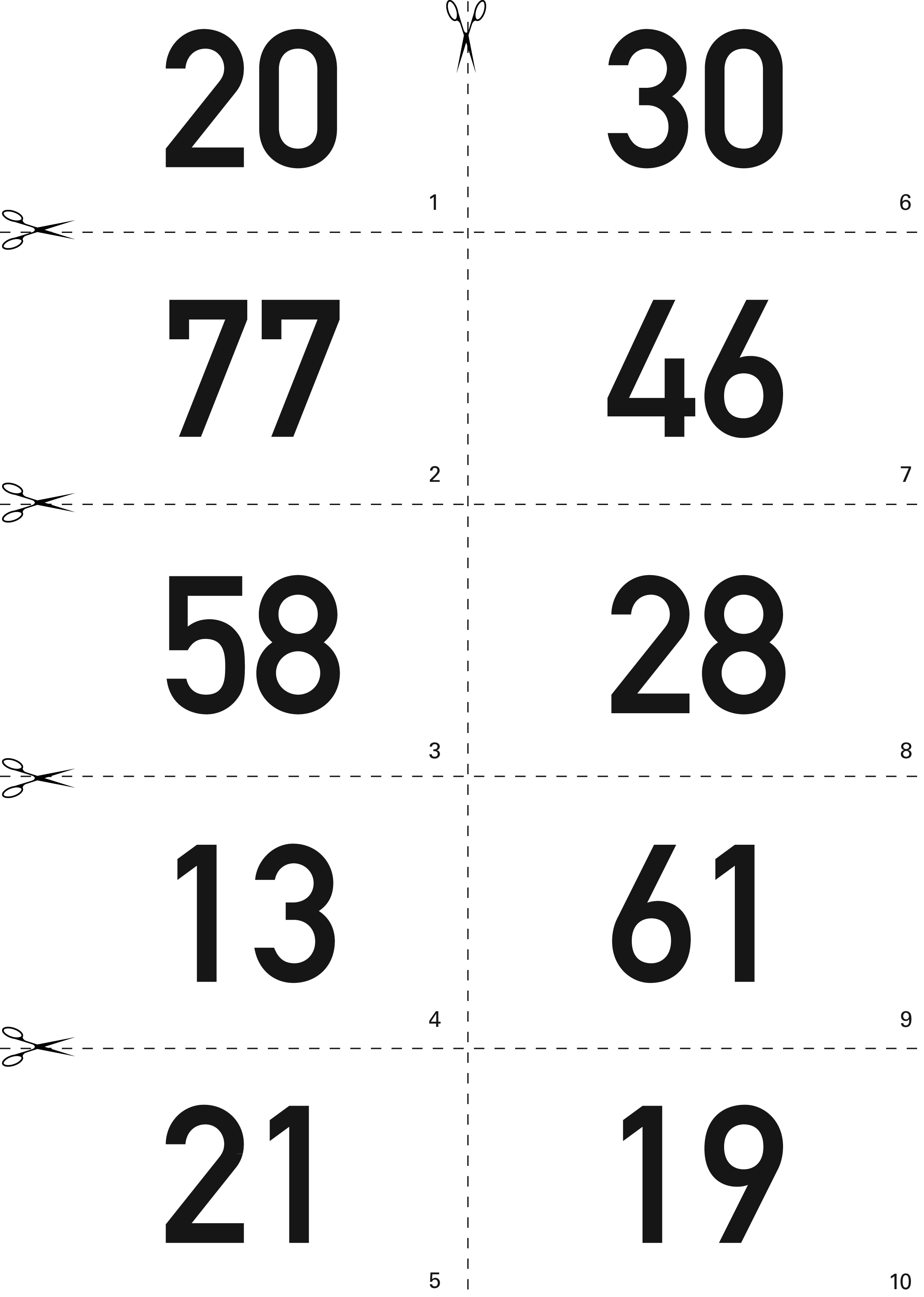
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| **Continuum of Understanding** | | |  |
| **Developing Understanding** | * States one or more amounts incorrectly. * Uses counting to determine 10 more. * Uses counting to determine 10 less. * Explanation includes the use of counting strategies (e.g., counting all, counting on, using fingers to figure it out). | * Uses counting to determine 10 more. * Uses counting to determine 10 less. * Mentally knew 10 more. * Mentally knew 10 less. |
| **Complete Understanding** | * States all amounts correctly. * Does not use counting to determine 10 more or 10 less. * Explanation includes mental strategies rather than counting strategies. |

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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. |

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| **NBT Task 4b** | |  |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Extend the counting sequence.  Use place value understanding and properties of operations to add and subtract. |
| **Standard(s)** | **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  **1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. |
| **Materials** | BLM number cards |
| **Task** | Say: *I’m going to show you a number. I want you to tell me the number, and then tell me what 10 more than that number is quickly, without counting if you can. Let’s practice with this card.*  Show card #1 (20). Say: *What is this number?* Once the student responds say: *What is ten more than this number?*  Proceed with cards #2-5.  Then say: *Now I’m going to show you a number. I want you to tell me the number, and then tell me what 10 LESS than that number is quickly, without counting if you can. Let’s practice with this card.*  Show card #6 (30). Say: *What is this number?* Once the student responds say: *What is ten less than this number?*  Proceed with cards #7-10. |

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| **Continuum of Understanding** | | |  |
| **Developing Understanding** | * States one or more amounts incorrectly. * Uses counting to determine 10 more or 10 less. * Explanation includes the use of counting strategies (e.g., counting all, counting on, using fingers to figure it out). | * Uses counting to determine 10 more. * Uses counting to determine 10 less. * Mentally knew 10 more. * Mentally knew 10 less. |
| **Complete Understanding** | * States all amounts correctly. * Does not use counting to determine 10 more or 10 less. * Explanation includes mental strategies rather than counting strategies. |

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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. |



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| **NBT Task 5a** | |  |  |  |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Use place value understanding and properties of operations to add and subtract. |
| **Standard(s)** | **1.NBT.6** Subtract multiples of 10 (from 10-90) from multiples of 10 (from 10-90), using concrete models or drawings, and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; explain the reasoning used. |
| **Materials** | SF, cubes or counters, ten frames, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *The clown had 70 balloons. He gave away 30 balloons. How many balloons does the clown have now? Show your thinking with pictures, words, or numbers.* |

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| **Continuum of Understanding** | | |  |  |  |
| **Developing Understanding** | * Solves the problem incorrectly. * Solves the problem correctly, but relies on counting all or counting on. * Solves the problem correctly, but does not show strategies with pictures, numbers, or words. | Strategy(is) Used:   * Counting All * Counting On * Makes Tens * Basic Facts * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Clearly explains the correct answer, showing use of strategies other than counting on or counting by ones. |

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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. |

**The clown had 70 balloons. He gave away 30 balloons. How many balloons does the clown have now?**

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| Show your thinking with pictures, words, or numbers.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ balloons |

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| **NBT Task 5b** | |  |  |  |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Use place value understanding and properties of operations to add and subtract. |
| **Standard(s)** | **1.NBT.6** Subtract multiples of 10 (from 10-90) from multiples of 10 (from 10-90), using concrete models or drawings, and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; explain the reasoning used. |
| **Materials** | SF, cubes or counters, ten frames, pencil |
| **Task** | Provide materials to the student. Read the problem to the student: *There were 40 cherries in the jar. The teacher ate 20. How many cherries are now in the jar? Show your thinking with pictures, words, or numbers.* |

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| **Continuum of Understanding** | | |  |  |  |
| **Developing Understanding** | * Solves the problem incorrectly. * Solves the problem correctly, but relies on counting all or counting on. * Solves the problem correctly, but does not show strategies with pictures, numbers, or words. | Strategy(ies) Used:   * Counting All * Counting On * Makes Tens * Basic Facts * Creates easier or known sums * Doubles * Doubles +/- 1, 2 * Other: |
| **Complete Understanding** | * Clearly explains the correct answer, showing use of strategies other than counting on or counting by ones. |

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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. |

**There were 40 cherries in the jar. The teacher ate 20. How many cherries are now in the jar?**

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| Show your thinking with pictures, words, or numbers.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cherries |

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| **NBT Task 5c** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Use place value understanding and properties of operations to add and subtract. |
| **Standard(s)** | **1.NBT.6** Subtract multiples of 10 (from 10-90) from multiples of 10 (from 10-90), using concrete models or drawings, and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; explain the reasoning used. |
| **Materials** | BLM ten frames-cut apart, cubes or counters, pencil |
| **Task** | Show 9 ten frames. Ask: *How many do we have?*  Take one ten frame away. Ask: *How many do we have now?*  Take one more ten frame away. Ask: *How many do we have now?*  Take one more ten frame away. Ask: *How many do we have now?*  Show 5 ten frames. Ask: *How many do we have?*  Add one ten frame. Ask: *How many do we have now?*  Add one more ten frame. Ask: *How many do we have now?*  Add one more ten frame. Ask: *How many do we have now?* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * States one or more amounts incorrectly. * Uses counting to determine 10 more or 10 less. * Explanation includes the use of counting strategies (e.g., counting all, counting on, using fingers to figure it out). | * Uses counting to determine 10 more. * Uses counting to determine 10 less. * Mentally knew 10 more. * Mentally knew 10 less. |
| **Complete Understanding** | * States all amounts correctly. * Does not use counting to determine 10 more or 10 less. * Explanation includes mental strategies rather than counting strategies. |

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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. |

