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| **NC.1.NBT.7**  **How Many Cubes? (Version 2)** | |  |
| **Domain** | Number and Operations in Base Ten |
| **Clusters** | Extend and recognize patterns in the counting sequence.  Understand place value. |
| **Standards** | **NC.1.NBT.1** Count to 150, starting at any number less than 150.  **NC.1.NBT.7** Read and write numerals, and represent a number of objects with a written numeral, to 100.  **NC.1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. |
| **Materials** | 12 cubes or counters, blank piece of paper, pencil |
| **Task** | Place 12 cubes on the table in a scattered arrangement. Say: *I have a pile of 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** | | |  |
| **Not Yet Proficient** | Response includes 0-1 of the descriptors in “Meets Expectations” | * Shows 2 cubes to represent the digit “2”. * Shows 10 cubes to represent the digit “1”. * Shows 1 cube to represent the digit “1”. |
| **Progressing** | Response includes 2-3 of the descriptors in “Meets Expectations” |
| **Meets Expectations** | Response includes all the descriptors in “Meets Expectations”   * Counts the collection of cubes correctly * Correctly writes the number * 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. |