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| **NC.2.NBT.5**  **Using Multiple Strategies to Solve Addition Problems** |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Use place value understanding and properties of operations to add and subtract. |
| **Standard(s)** | **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.
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| **Materials** | Pencil, Paper, pre-grouped base ten materials, hundreds board |
| **Task** | Provide base ten blocks, hundreds board, paper and pencil. Students will choose a tool(s) and strategy needed to find the sums of **46 + 48** and **34 + 29).** |

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| **Continuum of Understanding** |
| **Not Yet Proficient** | * No evidence of a procedure or strategy.
* Incorrect solutions
* Uses a strategy that does not help solve the problem
* Prerequisite skills not present
* Explanation is non-existent
 | **Strategy(ies) Used:*** Base ten blocks
* Expanded form
* Adds/subtracts tens & tens
* Add/subtracts ones & ones
* Number line
* Decompose
* Creates easier or known sums
* Doubles
* 1/10  more/less
* Properties of operations
* Other:
 |
| **Progressing** | * Incorrectly solves one or both problems, but
	+ Some evidence of mathematical reasoning
	+ Some appropriate use of mathematical representation
	+ Some parts may be correct, but answer is incorrect
* Relies on counting as primary strategy for solving problem.
* Explanation lacks detail or may not be clearly presented
* Strategy and reasoning could lead to correct answer, but included computational error(s).
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| **Meets Expectation** | * Correctly solves both problems.
* Successfully uses place value, properties of operations, or composition or decomposition.
* Uses selected tool efficiently
* Explanation is logical, accurate and illustrates strategies used.
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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.** |
| 7.  Looks for and makes use of structure. |
| 8.  Looks for and expresses regularity in repeated reasoning. |

**NBT Task 1 Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**NC.2.NBT.5**

**Formative Instructional and Assessment Task**

**Can you solve addition problems in more than one way?   Solve each problem using a different strategy for each.**

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| **Find the sum.** **46 + 48 =**  |
| **Represent your solution using pictures or numbers.** |

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| **Find the sum.** **34 + 29 =**  |
| **Represent your solution using pictures or numbers.  Make sure you use a different strategy than the one used above.** |

 

**Not Yet Proficient**

In problem one, the student doesn’t demonstrate the prerequisite skill needed to accurately solve the problem. It is evident that he has been a part of conversations about using a number line and decomposing numbers, but it is difficult to determine what this student is thinking based on his work.



**Meets Expectation**

This student has correctly answered both problems. In problem one, the student has successfully decomposed both numbers, added the tens and the ones, and composed for a final answer of 94. In problem two, the student decomposes 29 (20 and 9) and represents the appropriate jumps on the number line: 34 + 20 = 54 and 54 + 9 to show an answer of 63.

**Progressing**

This student correctly solves the first problem using the decomposition strategy. Problem 2 is incorrect. The student has correctly used the number line. The student may have decomposed the 9 in the ones place into 6 + 3, but forgot to make the final jump of 3 on the number line.

