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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. |
| **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). |
| **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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

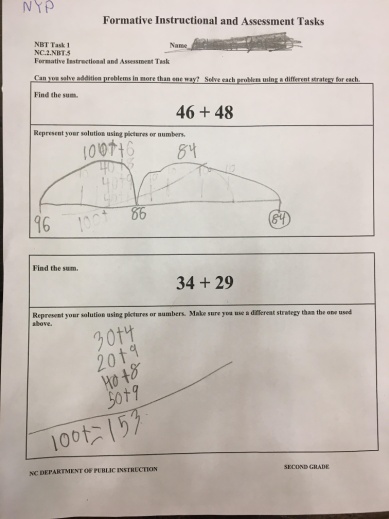
**NC.2.NBT.5**

**Formative Instructional and Assessment Task**

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

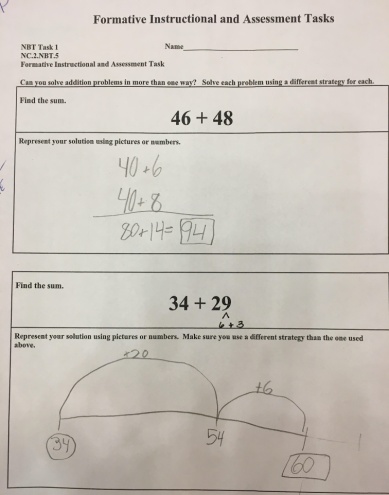
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| **Find the sum.**  **46 + 48 =** |
| **Represent your solution using pictures or numbers.** |

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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.

