**Opportunities for Writing in Math - NC.1.NBT.2**

**Describe a Math Concept**

* *How do you know that two-digit numbers are composed of tens and ones?*
* Using a hundred chart with highlighted numbers, ask:
* *What patterns do you notice?*
* *What predictions can you make?*
* *What rule can you create from looking at the highlighted numbers?*

Students may use sentence frames such as:

*I noticed…*

*This is happening because…*

*I wonder…*

*I predict it will be \_\_\_\_\_, because...*

*The rule is…*

**Explain a Process**

* *Explain how the number 30 can be made from 2 tens and 10 ones.*
* Give students index cards labeled 10 – 90. *Put the cards in order and explain the steps you took to put them in order.*

**Justify an Answer or Method**

* *Look at the way John sorted his number cards 10 - 90. Do you agree with his sort? Why or why not?*
* *If John sorted his cards incorrectly, how would you help him correct his sort?*

**Create Word Problems**

* *Write a word problem for this equation 10 + 7 = 17*

**Compare and Contrast**

* *Compare the numbers 1, 2, 3, 4, 5 with the numbers 10, 20, 30, 40, 50. How are the numbers alike? How are the numbers different? Explain your thinking to your partner to support your answer.*

**Generalize and Draw Conclusions**

* Using a hundred chart with highlighted numbers, ask:
* *What patterns do you notice?*
* *What predictions can you make?*
* *What rule can you create from looking at the highlighted numbers?*

Students may use sentence frames such as:

*I noticed…*

*This is happening because…*

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*I predict it will be \_\_\_\_\_, because...*

*The rule is…*

**Summarize Learning**

* After working with the hundred chart and/or sort cards, ask students to:
  + *Create a K-W-L chart.*
  + *Develop a list of important things to remember for students learning the new skill.*
  + *Create a poster that includes all the skills that you learned about two-digit numbers.*

**Reflect**

* Math Journal Prompts
  + *During today’s math class, I felt…*
  + *Today I made this mistake… I learned…*
  + *I got stuck on the math problem when… I got unstuck by…*
  + *I’m glad I can… I wish I could…*