Scoops

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| Grade Level: 1 |
| Mathematics Domain and Cluster:   * Use place value understanding and properties of operations to add and subtract. * Extend the counting sequence |
| Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):   * 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. 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, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).  * 1.NBT.1: Count to 120, starting at any range less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. |
| Student Materials:   * Answer Sheet * Pencil |
| Teacher Materials:   * Portion cups (or plastic scoops, small paper cups, etc.) * Collection of small items (beans, macaroni, colored tiles, unifix cubes, buttons, counters, etc.) |
| Directions (for teacher to administer assessment task):   * This assessment would yield the most information if administered individually to students.   However, it can be administered in small groups or whole class.   * You’ll want to observe whether the students are able to make groups of 10 to count the collection. How accurate is the student when counting? * You’ll also want to observe the strategy used when the student combines the two scoopfuls for a total. What strategy does the student use to add? * You will need to set up containers of beans for each table group. |
| Teacher Notes:   * The items that you’ll use for students to count are based upon the magnitude of the numbers that you want the students to add. For example, during the beginning of the year, you may want to use unifix cubes. Students would be able to scoop less cubes, therefore, the counting and adding of the cubes would with small quantities. Towards the end of the year, you may want to use beans. Students would scoop more and therefore, the quantities would be larger. * Variation: Instead of the students using scoops, they could use their hand to grab. * Variation: Students could also compare the quantities (1.NBT.3) and write an inequality to show the comparison. |
| Prompt:   * Boys and girls, you are going to show me how well you can count and add. * You are going to use this small cup (show students) to scoop some beans. * When you have scooped some beans, I want you to count how many beans there are. * I want you to count the beans by using groups of 10. You will record the total of beans on your answer sheet. (Show the answer sheet.) * When you are done with the scoop #1, you will scoop the beans one more time. You will do the same thing again. You will count and record how many beans you scooped. * The last thing you have to do is to add the two scoops and tell how many there are altogether. * Show me how you added, right here. (Point to the space on the answer sheet.) * Are there any questions? |
| Correct or Model Answer:  Answers will vary. |

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| **Scoring Guide/Rubric** (a score should be awarded for each criterion below) | | | |
| **Criteria (CCSS code)** | **0 points** | **1 Point** | **2 Point** |
| Count and write numerals up to 120.  (1.NBT.1) | Unable to count and write numerals. | Count and write numerals with minor errors. | Count and write numerals accurately. |
| Represent a bundle of tens. (1.NBT.2) | Unable to represent a bundle of tens. | Able to represent a bundle of tens with minor errors. | Able to represent a bundle of tens accurately. |
| Represent a 2-digit number into tens and ones. (1.NBT.2) | Unable to represent a 2-digit number into tens and ones. | Able to represent a 2-digit number into tens and ones with minor errors. | Able to represent a 2-digit number into tens and ones accurately. |
| Add two 2-digit numbers. (1.NBT.4) | Unable to add two 2-digit numbers. | Able to add two 2-digit numbers with minor errors. | Able to add two 2-digit numbers accurately. |

Scoops

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Scoop #1**  How many? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_ tens \_\_\_\_\_ ones |

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| **Scoop #2**  How many? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_ tens \_\_\_\_\_ ones |

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| **How many altogether?**  **Show your thinking.**  **\_\_\_\_\_\_ + \_\_\_\_\_\_ =** |