Providing Educational Excellence for Each Student

Supporting a Community of Learners, Leaders, and Innovators

UNWRAP A STANDARD: WHAT DO STUDENTS HAVE TO KNOW AND BE ABLE TO DO?

Domain: Numbers in Base Ten
Cluster: Understand place value
Domain Weight: 9% - 13% of items on Grade 3 AASA
Standard: 2.NBT.A.2 I will count within 1000; skip count by 5s, 10s and 100s.

Achievement Level Descriptors based on Standards

Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
I can count within 1000. I can count by 10s and 100s with visual support (e.g., number line, hundreds boards, manipulatives).	I can count within 1000. I can skip count by 5s, 10s, 100s, with visual support (e.g., number line, hundreds boards, manipulatives).	I can count by 5s, 10s, and 100s to 1000. I can count by 5s, 10s, and 100s, using non-zero starting points. I can explain my reasoning.	I can apply counting by 5s, 10s, and 100s, using any starting point. I can explain my reasoning.

BUILDING BACKGROUND KNOWLEDGE AND SKILLS: FLASHBACK STANDARD

Standard 1.NBT.A.1 Count to 120 by 1s, 2s, and 10s starting at any number less than 100. In this range, read and write numerals and represent a number of objects with a written numeral.

EXTENDING KNOWLEDGE AND SKILLS: PREVIEW STANDARD

Standard 3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10 to 90 using strategies based on place value and the properties of operations (e.g., 9 x 80, 5 x 60).

ESSENTIAL KNOWLEDGE/CONCEPTS *What Do Students Need to Know/Understand?* List the underlined nouns. **FS** **PS**	**ESSENTIAL SKILLS** *What Do Students Need to Be Able to Do?* List the circled (or *italicized*) verbs.
	DOK LEVEL Level of content complexity rather than content difficulty.
WONDER QUESTIONS *How can we capture student wonder?* *Including open-ended and 'second' questions ○	**ESSENTIAL VOCABULARY** *What Do Students Need to Comprehend?* List all key vocabulary
LEARNING INTENTIONS *What 'do students have to know, understand, and be able to do (in 'kid' friendly language)?*	**SUCCESS CRITERIA** *What does student success/proficiency look/sound like?*

EVIDENCE OF STUDENT MASTERY?
How will we know when they know it?

SPECIFIC INSTRUCTIONAL FRAMEWORK?
What will we do to help them know/understand/can do it?
What will we do for students who still don't know it?
What will we do for students who already know it?

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UNWRAP A STANDARD: *WHAT DO STUDENTS HAVE TO KNOW AND BE ABLE TO DO?*

Domain: Numbers in Base Ten

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Standard: 2.NBT.A.2 I will count within 1000; skip count by 5s, 10s and 100s.

Achievement Level Descriptors based on Standards

Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
I can **count** within 1000. I can **count** by 10s and 100s with visual support (e.g., number line, place value chart, manipulatives).	I can **count** within 1000. I can **count** by 5s, 10s, 100s, with visual support (e.g., number line, hundreds boards, manipulatives).	I can **count** by 5s, 10s, and 100s to 1000. I can **count** by 5s, 10s, and 100s, using non-zero starting points. I can **explain** my reasoning.	I can **apply** counting by 5s, 10s, and 100s, using any starting point. I can **explain** my reasoning.

BUILDING BACKGROUND KNOWLEDGE AND SKILLS: FLASHBACK STANDARD

Standard 1.NBT.A.1 Count to 120 by s, 2's, and 1's starting at any number less than 100. In this range, read and **write** numerals and **represent** a number of objects with a written numeral.

EXTENDING KNOWLEDGE AND SKILLS: PREVIEW STANDARD

Standard 3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10 to 90 using strategies based on place value and the properties of operations (e.g., 9 x 80, 5 x 60).

ESSENTIAL KNOWLEDGE/CONCEPTS	ESSENTIAL SKILLS
What Do Students Need to Know/Understand? **List the underlined nouns.**	*What Do Students Need to Be Able to Do?* **List the circled (or *italicized*) verbs.**

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ESSENTIAL KNOWLEDGE/CONCEPTS
What Do Students Need to Know/Understand?
List the underlined nouns.

Pattern   Count   Skip Count   Ones
Fives   Tens   Hundreds   Sequence
Multiples   Backward

FS   Forward   Backward.   Sequence
Out-of-Sequence   Total

PS   Multiplication   Division   Facts

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ESSENTIAL SKILLS
What Do Students Need to Be Able to Do?
List the circled (or *italicized*) verbs.

Determine   Describe   Use (apply)
Predict   Count   Explain   Sequence

DOK LEVEL
Level of content complexity rather than content difficulty.
DOK 1   DOK 2   DOK 3

WONDER QUESTIONS
How can we capture student wonder?
*Including open-ended and 'second' questions

- What digits indicate that a pattern is counting by twos? Explain.
- Were some skip-counting patterns easy to identify? If so, which ones? Why?
- What are some things you notice that are the same and some things that are different when we skip count by fives versus when we skip count by ten?

ESSENTIAL VOCABULARY
What Do Students Need to Comprehend?
List all key vocabulary

Count   Skip count   Sequence
Multiples   Next   Last   Digit
Pattern   Hundred   Thousand

LEARNING INTENTIONS
What 'do students have to know, understand, and be able to do (in 'kid' friendly language)?

I am learning to count by 5s.
I am learning to count by 10s.
I am learning to count by 100s.
I am learning to use .counting to answer a question in a story

SUCCESS CRITERIA
What does student success/proficiency look/sound like?

I can count by 1's to 1000.
I can determine the next number in a counting sequence.
I can count by 5s.
I can count by 10s.
I can count by 100s.
I can explain my thinking when I count.
I can use counting to solve a question in a story.

EVIDENCE OF STUDENT MASTERY?
How will we know when they know it?

GEAR 2: SEE DIAGNOSTIC FORMATIVE ASSESSMENT

SPECIFIC INSTRUCTIONAL FRAMEWORK?
What will we do to help them know/understand/can do it?
What will we do for students who still don't know it?
What will we do for students who already know it?

GEAR 3, 4, 5: SEE THINKING ROUTINES

GEAR 2: DIAGNOSTIC FORMATIVE ASSESSMENT

Alignment to 2.NBT.A.2.0 (Flashback to **1.NBT.A.1**)

1. Shanita has asked for your assistance in completing the two rows below from her place value chart.

   Complete the chart by writing the missing number in each empty cell.

21			24			28		30
		33			36			

Alignment to SOL 2.2a, b.1 (Flashback to SOL 1.1) **(DOK 2)**

2. Carlos is skip counting using his place value chart below. The numbers he counts are shaded in red below.

110	11	112	113	114	115	116	117	118	119
120	121	122	123	124	125	126	127	128	129
130	131	132	133	134	135	136	137	138	139
140	141	142	143	144	145	146	147	148	149
150	151	152	153	154	155	156	157	158	159
160	161	162	163	164	165	166	167	168	169
170	171	172	173	174	175	176	177	178	179
180	181	182	183	184	185	186	187	188	189

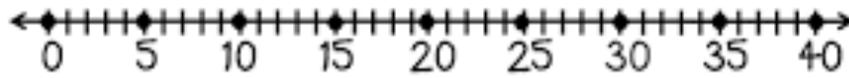   Is Carlos counting by 5s, 10s, or 100s? Circle your answer below.

Carlos is counting by 5s	Carlos is counting by 10s	Carlos is counting by 100s

Alignment to 2.NBT.A.2.2

3. Peter is skip counting using the number line below. He placed a dot on each number he is counting.

   Part A. Is Peter counting by ones, fives, tens, or hundreds?

   Part B. What are the next four numbers in his pattern that Peter will count?

Alignment to 2.NBT.A.2.3

4. Choose the number that should go in the bank.

$$200, 300, \underline{\hspace{1cm}}, 500, 600$$

| 310 | 350 | 400 | 450 |

Alignment to 2.NBT.A.2.3

5. Robert starts skip counting from the number 567.

   PART A. Robert starts skip counting from the number 567. Which number will he say next if he skip counts by 10s?

   PART B. Maria also starts skip counting from the number 567. Which number will he say next if he skip counts by 100s?

6. A pentagon is a geometric shape that has five sides. Jerome has collected the pentagons that appear in the box below. He wants to count the total number of sides in the collection of pentagons. He began counting each side but remembered there was a faster way to count the total number of sides in the collection of pentagons.
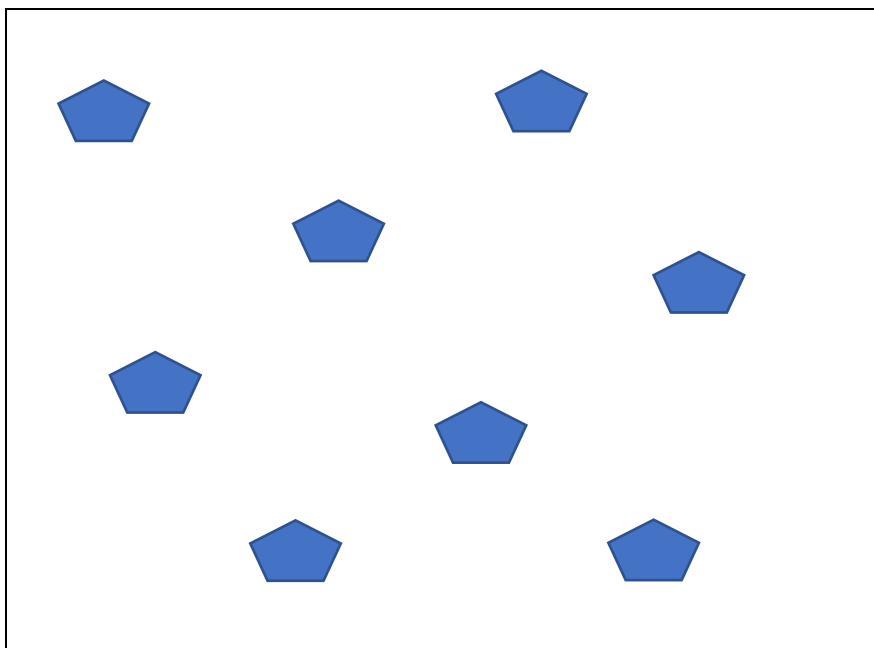
Part A. Share your advice to Jerome on a method of counting the total number of sides in the collection of pentagons without counting each side.

Part B. Show your work to determine the total number of sides in the collection of pentagons.

Part C. State the total number of sides in the collection of pentagons.

Learning Intention: I am learning to count within 1000; skip count by 5s, 10s and 100s.

My Success Criteria	?	Why am I learning This?
I can count by 1's to 1000.	I'm There On My Way Getting Started	
I can determine the next number in a counting sequence.	I'm There On My Way Getting Started	
I can count by 5s.	I'm There On My Way Getting Started	
I can count by 10s.	I'm There On My Way Getting Started	
I can count by 100s.	I'm There On My Way Getting Started	
I can explain my thinking when I count.	I'm There On My Way Getting Started	
I can use counting to solve a question in a story.	I'm There On My Way Getting Started	

Vocabulary:

Count   Skip count   Sequence   Multiples   Next   Last

Digit   Pattern   Hundred   Thousand

What stuck with me? Why is it important to remember?
(include any combination of images, numbers, and words)

Guided Group Lesson

Date:

Standard: 2.NBT.A.2 I will count within 1000; skip count by 5's, 10's and 100's.
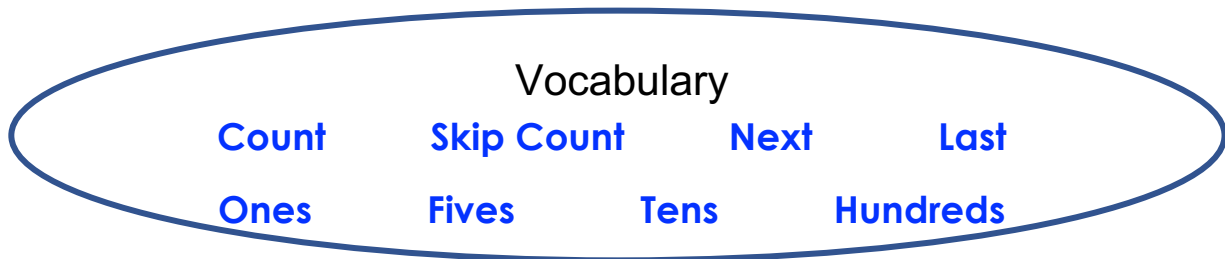
Group Members	Emerging	Developing	Proficient	Distinguished

Warm-Up:

Your teacher needs your assistance in completing three rows in her hundreds chart.

	52								
				76					

Explain how you knew where the missing numbers were located on the chart.

Vocabulary

Count   **Skip Count**   **Next**   **Last**

Ones   **Fives**   **Tens**   **Hundreds**

Emerging	Developing	Proficient	Distinguished
Lesson focus: Play a game of '*What Numbers are the Same*' Give each student a 120 Chart. Ask them to place a yellow marker on each number that is a multiple of 5. Place a red marker on each multiple of 10. Which numbers are in both groups? Why do you think this might be true?	Lesson focus: Use the '*Where do I Belong*' template to guide students to sort consecutive multiples of fives, tens and hundreds starting at 80 and counting backward to 40. *Differentiate by allowing students to use manipulatives as needed. Ask students to explain their thinking.	Lesson focus: Mr. Smith, the school principal, has requested your help in seating parents at a meeting. The school auditorium has ten seats in each row. Forty people are already seated in the auditorium. Use your knowledge of skip counting to determine how many more rows Mr. Smith will need to seat a total of two hundred people. Explain your thinking with words and pictures.	Lesson focus: Cathy is using an analog clock to determine how long she and her friend worked in the school garden. She started timing at 10 minutes after the hour and finished at 50 minutes after the hour. Cathy skip counted by fives. Her friend skip counted by twos. Did they arrive at the same answer? Why do you think this is true?

Observations:
What you notice about your students during small group instruction.

Next Steps:
What will you do with these students next? Change groups, repeat, etc.