Title: <u>Counting Packs</u>

Standards: 1.NBT.4 (a-c)

Standards of Mathematical Practice: MP5 Use Appropriate Tools Strategically
                                                              MP3 Construct Viable Arguments

<u>Task Summary</u>

- Use one-to-one correspondence when counting out objects and saying the correct number name (cardinal counting not rote counting)

- Explain how he/she knows that he/she has a certain number of objects

Levels

          Use range of 18-22 objects

          Use range of 8-15 objects

          Use range of 4-10 objects

<u>Materials</u>

Large plastic bags
Common objects from a classroom or home that vary in size from small to large.

Place 4-5 objects (vary in size from small, medium and large) in large plastic bag. Include the same quantity for each of the 4-5 objects.

<u>Directions</u>

Part 1

1. Students in groups self select one counting bag which will contain many different sized objects but there will be the same quantity of objects for each of the different sizes. (For example: There will be six of everything in a bag. Six pennies, six erasers, six sticks of gum, six paper clips, six dots)

2. On a folder or paper (sheet of construction paper) students will count out each set of objects, using one-to-one correspondence. Tell them. Can you count out what you have in your bag? When you are done I will ask you some questions.

3. Teacher may ask students to review each others work orally. How many _____ are there? Can you count them aloud? How many _____ are there? Can you count them aloud. Ask the student who counted the bag in the first place. Is he/ she right? Can you count them aloud to make sure?

4. Or teacher can conduct an individual conference with each of the students. Ask: How many _____ are there? Can you count them aloud?

Part 2 Personal Interview

After students have completed counting, you will want to get a deeper understanding of their work. It is time for the interview. Just like a reading conference, an interview can be conducted while other students are working. You might need to move closer to the student (kneel by desk, use a low voice and train students to also use a low voice when responding). Like a reading conference, a math interview will yield valuable information about student learning and thinking.

Student should explain his/her thinking. Teacher will take notes on response

Ask students to explain their thinking about one of the math problems

1. There is _____ (insert quantity) for each set of objects. How come each of these (point to piles or groups of objects) are all _____ (insert quantity)? Can you explain that to me?

<u>Scoring Guide</u>

The Standards for Mathematical Practices are being assessed together with the grade level Common Core State Standards for these Performance Tasks.

Including the Standards for Mathematical Practice as part of the assessment of student learning helps the teacher to assess if a student has a deep understanding rather than a procedural understanding of the math concepts for the grade level.

For these Performance Task assessments, the Standards for Mathematical Practices are only connected to the grade level standards in the Common Core State Standards that use the word "understand" in the language of the standard.

Each part of the problem is connected to the Standards for Mathematical Practice (SMP).

Teachers will determine whether a student does (YES) demonstrate or does not (NO) demonstrate the SMP for that part of the problem/question.

Together, looking at student work in collaboration, teachers will discuss and come to a common understanding of what it looks like when a student does (YES) demonstrate or does not (NO) demonstrate the SMP for that part of the problem.

Teachers will record the YES and NO for each student on a spread sheet provided.

After filling out the spreadsheet, the teacher will be able to see the unique pattern of understanding (based on the answers Yes and No) for the student and the class.

This information will guide instruction and help teachers to use the data to plan targeted lessons at the class, small group, and individual level.

Use a math tool/concrete object to count.   MP5: Tool

I know that each set is _____ because   MP3: Construct