

Name: _____

Directions:

1. Work with a partner. Partner A: Turn over two cards and make a 2-digit number. Represent this number with Base 10 blocks.
2. Both partners: Record the number and place the blocks into a paper bag.
3. Partner B: Take a handful of blocks from the paper bag.
4. Both partners: Record the value of the removed blocks and figure out the value of the blocks left in the bag.
5. Compare your answers. Empty the bag and check your work.
6. Repeat steps 1 - 5 at least five times. Take turns putting the blocks into the bag and taking them out.

Partner A	Partner B

Grade 2: Formative Assessment

2.NBT.7 Add and subtract within 1000, 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. Understand that in adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

Materials:

- Base 10 blocks, paper bag, 0-9 numeral cards
- paper/pencil or math journals

Directions:

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7. Partner B: Take a handful of blocks from the paper bag.
8. Both partners: Record the value of the removed blocks and figure out the value of the blocks left in the bag.
5. Compare your answers. Empty the bag and check your work.
6. Repeat steps 1 - 5 at least five times. Take turns putting the blocks into the bag and taking them out.

Enrichment:

Have the students turn over three cards and make a three-digit number.

Considerations:

Observe what strategies students use to solve the problem.

Does the student have to subtract the ones first and then the tens?

Is the student able to subtract mentally?

Does the student decompose one or both numbers?

If so how does he/she decompose the numbers?

Teacher notes:

Not yet: Student shows evidence of misunderstanding, incorrect concept or procedure		Got It: Student essentially understands the target concept.	
NEEDS IMPROVEMENT (N)	WITH ASSISTANCE (W)		INDEPENDENT (I)
0 Unsatisfactory: Little Accomplishment The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required.	1 Marginal: Partial Accomplishment Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required.	2 Proficient: Substantial Accomplishment Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance.	3 Excellent: Full Accomplishment Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors.

Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65