

M & M vs. Skittles

Summary

Students will write numbers in expanded form to compare their answers. They will be solving an engaging problem to determine which student has the greater number of M&M's vs. Skittles.

Main Core Tie

Mathematics Grade 2

[Strand: NUMBER AND OPERATIONS IN BASE TEN \(2.NBT\) Standard 2.NBT.3](#)

Additional Core Ties

Mathematics Grade 2

[Strand: NUMBER AND OPERATIONS IN BASE TEN \(2.NBT\) Standard 2.NBT.4](#)

Time Frame

1 class periods of 60 minutes each

Group Size

Pairs

Materials

manipulatives (ie: counters, blocks, skittles, M&M's, base 10 blocks)
math journals

Background for Teachers

understand that numbers can be expressed in multiple ways
understand what expanded form is
understanding of the problem solving process and asking clarifying questions
familiar with using manipulatives and have strategies in place for their use

Student Prior Knowledge

understanding of place value
understanding that numbers can be represented in many ways

Intended Learning Outcomes

students will be able to demonstrate knowledge of multi-step problem solving
students will be able to represent their numbers in multiple ways
students will be able to compare numbers and determine which is larger and which is smaller
students will be able to write numbers in expanded form

Instructional Procedures

Students settle an argument a problem comparing the amount of M&M's vs Skittles in a 2 lb. bag by determining if 15 groups of 10 with 7 left over is great than, equal to or less than 26 piles of 5 candies with 3 left over.

Strategies for Diverse Learners

provide graphic organizers

use smaller package comparison

Extensions

solve in a different way

have one student eat some of the candies and compare numbers

Rubrics

[M&M's vs. Skittles](#)

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