

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](#)

Authors

[Tamara Shaw](#)

[DAVID SMITH](#)