

Essential Standard Unpacking Document

Essential Standard:

2.NBT.A Understand place value.

- 2.NBT.A.1: Understand that the three digits of a three-digit number represent groups of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones and also equals 70 tens and 6 ones). Understand the following as special cases:
 - a. 100 can be thought of as a group of ten tens—called a “hundred.”
 - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- 2.NBT.A.2: Count within 1000; skip count by 5's, 10's and 100's.
- 2.NBT.A.3: Read and write numbers up to 1000 using base-ten numerals, number names, and expanded form.
- 2.NBT.A.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Prerequisite Skills:

- Number sense
 - Number identification
 - 1:1 correspondence
 - Knowing numbers come in sequential order
 - Cardinality (last number counted is number of objects)
 - Magnitude (knowing a higher number reflects a larger quantity)
- Numbers up to 1000
- Count forward and backwards

Vocabulary:

- Digit
- Number
- Ones
- Tens
- Hundreds
- Represent
- Base Ten Blocks (units, rods, flats)
- Skip Counting

Resources:

Go Math

- Chapter 1 - Number Concepts
- Chapter 2 - Numbers to 1,000

DreamBox

- Add Assignment by Topic or Standard

- Compare
- Less Than
- Greater Than
- Equal to

Learning Targets:

- I can identify the ones, tens, and hundreds place value.
- I can determine the value of a specific digit in the ones, tens or hundreds place.
- I can use place value to represent a number with base ten blocks, drawings, and numbers.
- I can use place value to represent a number in expanded form and word form.
- I can compare 3-digit numbers showing greater than, less than, and equal to.
- I can skip count using 5s, 10s, and 100s.

Levels of Mastery:

4 - Student can solve problem with no teacher assistance, correctly explain their problem solving process, and identify at least one other method to solve the problem

3 - Student can solve problem with no teacher assistance and can correctly explain their problem solving process

2 - Student can solve the problem with some teacher assistance and may or may not be able to correctly explain their problem solving process

1 - Student cannot solve the problem without teacher assistance and cannot explain their problem solving process