2 Math Unit 02: Place Value to 1,000

Content Area: **Mathematics**
Course(s):
Time Period: **Marking Period 1**
Length: **9 days**
Status: **Published**

Unit Overview

Place Value to 1,000

In this unit, students will explore concepts related to our base-ten place-value system to 1,000. Students will extend their understanding of place value and number sense concepts learned in previous grades. These include:

- Understand place value: Students understand hundreds and the digits in a 3-digit number.
- Represent numbers in different forms: Students read and write numbers up to 1,000.
- Compare numbers: Students compare 3-digit numbers.

What Students Are Learning

- Students understand that 100 can be thought of as 10 groups of ten.
- Students understand that the digits of a 3-digit number represent amounts of hundreds, tens, and ones. They read and write numbers using standard form, expanded form, word form, and decompose by grouping the hundreds, tens, and ones in different ways.
- Students compare two 3-digit numbers using comparison symbols.

Number Routines

- Build Fluency
- Notice & Wonder
- Which Doesn't Belong?

Standards

2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
2.NBT.A.1.a	100 can be thought of as a bundle of ten tens — called a “hundred.”
2.NBT.A.1.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.3	Read and write numbers 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.

Materials

Core Materials:

Reveal Math

2.1 Understand Hundreds

2.2 Understand 3-Digit Numbers

2.3 Read and Write Numbers to 1,000

2.4 Decompose 3-Digit Numbers

2.5 Compare 3-Digit Numbers

Supplemental Materials:

- ST Math
- Happy Numbers
- 3 Act Lessons
- Building Fact Fluency Kit
- Brainingcamp Manipulatives
- Nearpod Lessons
- Brainpop Resources
- Online Resources

Technology

DA	Data & Analysis
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.3	Identify and describe patterns in data visualizations.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.

Assessment

Formative Assessment

- Unit Readiness Diagnostics
- Lesson Checks
- Exit Tickets

- Teacher Observation

Summative Assessment

- Unit Assessment Performance Task
- Benchmark Tests
- Alternative Assessments: Performance Tasks & Projects

Accommodations & Modifications

Special Education

Differentiated Instruction			
Accommodate Based on Students' Individual Needs: Strategies			
Time/General • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline	**Processing** • Extra response time • Have students verbalize steps • Repeat, clarify, or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	**Comprehension** • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	**Recall** • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	**Tests/Quizzes/Grading** • Extended time • Study guides • Focused/chunked tests • Read directions aloud	**Behavior/Attention** • Consistent daily structured routine • Simple and clear classroom rules	**Organization** • Individual daily planner • Display a written agenda • Note-taking assistance • Color code

		• Frequent feedback	materials

504

- In class/pull out support with special ed teacher Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks Graphic organizers
- Vocabulary support Mnemonic devices
- Songs/videos to reinforce concepts Limit number of questions
- Scribe Manipulatives Calculators Reteach pages Leveled homework
- Lesson intervention activities
- Math Diagnosis & Intervention System Another look homework video
- Practice buddy

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Manipulatives
- Math Diagnosis & Intervention System

At-risk of Failure

- Additional time during intervention time
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Manipulatives
- Calculators
- Reteach pages
- Leveled homework
- Lesson intervention activities
- Math Diagnosis & Intervention System
- Another look homework video

- Practice buddy

Gifted & Talented

- Independent projects
- Enrichment pages
- Online games
- Leveled Homework
- Extension Activities
- Today's Challenge

Interdisciplinary Connections

ELA:

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Science:

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

2.2.2.N	Nutrition

Career Readiness, Life Literacies & Key Skills

9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
9.4.2.CT	Critical Thinking and Problem-solving
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
	Money comes in different values, forms, and uses.
9.1.2. FI.1	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

Career Ready Practices

- **Stem in Action : Stem Career: Nutritionist**

- **Sienna talks about the work of a nutritionist**

- **Sienna count by 10s: Sienna explains how to skip count by 10s and 100s.**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.