Unit 3b-Numbers to 1,000

Content Area: **Mathematics**
Course(s): **Math 2**
Time Period: **Marking Period 2**
Length: **MP3 Topic 9 9-1 to 9-10**
Status: **Published**

Essential Questions

- What number patterns are helpful in reading and writing 3 digit numbers?

Big Ideas

- **Place Value with 3-Digit Numbers:** Students will learn that a 3-digit number can be expressed by the number of hundreds, tens, and ones it has.
- **Number Forms:** Students will understand how a number can be expressed in standard form, word form, or expanded form.
- **Decompose Numbers:** Students will rename numbers by decomposing them and breaking them down.
- **Place Value Patterns with Numbers:** Students will use place-value patterns to mentally count by 1s and 10s from a given number.
- **Skip Counting to 1,000:** Students can skip count by 5s, 10s, and 100s by using place value patterns and number lines.
- **Comparing Numbers Using Place Value:** Students will use compare 3-digit numbers using >, <, and = symbols.

CSDT Technology Integration

8.1.2.AP.2: Model the way programs store and manipulate data by using number or other symbols to represent information. .

Activity:

Students will be introduced to two different place-value applications on the chromebooks. After, students will discuss which digital application helped them build stronger place value strategies.

Enduring Understandings

Numbers and Operations in Base Ten

2.NBT.A.1 (M) 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.1a 100 can be thought of as a bundle of ten tens — called a "hundred."

2.NBT.A.1b 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 5s, 10s, and 100s

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

2.NBT.B.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

Mathematical Practices Focus

7. Look for and make use of structure.