



Unit Plan

2.5 Numbers to 1,000

Chester / Littleville Elementary / Grade 2 / Mathematics

[Week 20 - Week 23](#) | 4 Curriculum Developers | Last Updated: Apr 20, 2023 by Hyjek, Linda[Style Guide](#)

What is the purpose of the unit? What are the major take-aways?

Standards

MA: Mathematics (2017)

MA: Grade 2

Operations & Algebraic Thinking

2.OA Add and subtract within 20.

- 2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two single-digit numbers and related differences. [Show Details](#)

Number & Operations in Base Ten

2.NBT Understand place value.

- 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- 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.
- 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:
 - 1a. 100 can be thought of as a bundle of ten tens – called a “hundred.”
 - 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. Count within 1000; skip-count by 5s, 10s, and 100s. Identify patterns in skip counting starting at any number.

2.NBT Use place value understanding and properties of operations to add and subtract.

- 8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
- 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Measurement & Data

2.MD Relate addition and subtraction to length.

- 6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

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Enduring Understandings

Students extend place value understanding to three-digit numbers.

Essential Questions

Content

Skills

Section A Goals

- Read, write, and represent three-digit numbers using base-ten numerals and expanded form.
- Use place value understanding to compose and decompose three-digit numbers.

Section B Goals

- Compare and order three-digit numbers using place value understanding and the relative position of numbers on a number line.
- Represent whole numbers up to 1,000 as lengths from 0 on a number line.

How will you gauge student learning?

Assessments

2.5 End of Unit Assessment | Summative | Written Test

[Grade2-5-End-of-Unit-Assessment-assessment.pdf](#)

5 State Standards Assessed

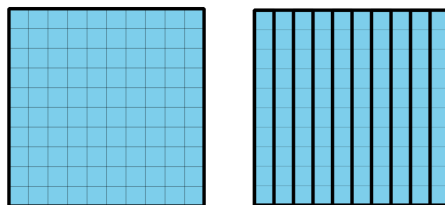
How will students learn?

Learning Activities

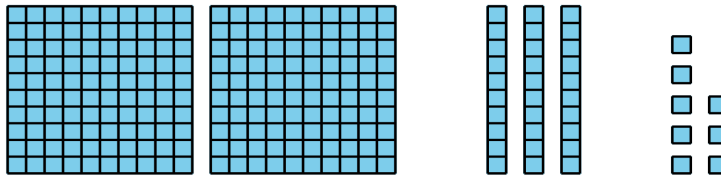
Section A:

This section introduces the unit of a hundred. Students begin by analyzing the large square base-ten block, and its corresponding base-ten diagram, to recognize 100 as 1 hundred, 10 tens, or 100 ones.

1 hundred 10 tens 100 ones



Students learn that the digits in three-digit numbers represent amounts of hundreds, tens, and ones. They use this insight to write numbers and represent quantities in different forms—base-ten numerals, words, and expanded form. Students see that they can compose a hundred with 10 tens, just as they can compose a ten with 10 ones, and that a quantity can be expressed in many ways.



2 hundreds 3 tens 8 ones

two hundred thirty-eight

$$200 + 30 + 8$$

$$238$$

Composing larger units from smaller units allows students to express a quantity using the fewest number of each unit, which reinforces the meaning of the digits in a three-digit number and prepares students to add and subtract such numbers later. It also lays the foundation for generalizing the relationship between the digits of other numbers in the base-ten system in future grades.

Section B:

In this section, students use number line diagrams to deepen their understanding of numbers to 1,000. They begin by skip-counting on the number line to build a sense of the relative position of numbers to 1,000. They recall the structure of the number line from a previous unit and use it, along with their understanding of place value, to locate, compare, and order numbers on the number line.

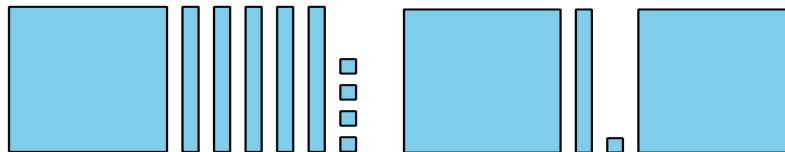
This number line, for example, is divided into intervals of 10 units, representing 10 tens from 500 to 600. In a task, students may be asked to locate the number 540 and estimate the location of the number 546.

As students locate or estimate the location of three-digit numbers on number lines such as these, they show an understanding of a number's relative distance from zero and the place value of the digits. This understanding helps them to compare and order three-digit numbers. Students see that the numbers get larger as they move from left to right on the line.

To compare and order three-digit numbers written as base-ten numerals, students also continue to use base-ten blocks, base-ten diagrams, or other representations that make sense to them. They write the comparisons using the symbols, $>$, $<$, and $=$.

Who has more? How do you know?

Mai Tyler



Differentiated Instruction

Technology Integration

21st Century Skills

Positive Behavior

CASEL

Collaborative for Academic, Social, and Emotional Learning

Resources

Teacher Notes and Reflections


Students will need supplies (tens, and ones up to at least 120 more tens if available) to build 3 digit numbers. Suggest a structured way to manage supplies on desk (HTO)

Counting by 10's songs.

<https://www.youtube.com/watch?v=W8CEOIAOGas>

Place Value

<https://www.youtube.com/watch?v=a4FXl4zb3E4>

 Math Unit Five Adjustments/Notes 