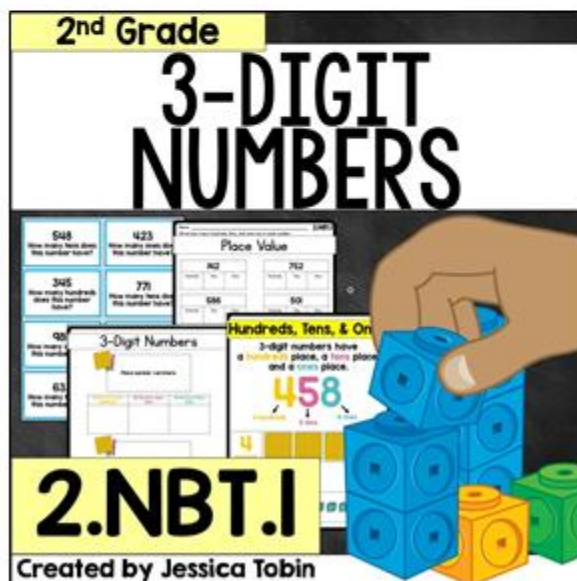


2.NBT.1

This math unit provides lesson plans and math group resources to use while teaching the standard **2.NBT.1**, which states that students will be able to...
“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.”



Using This Unit

Let's look at the structure of this unit.

Pre-Assessment

- A pre-assessment is included that will help give you an idea of where your students are with this specific standard. Give this pre-assessment prior to any lessons on the standard.

Daily Lessons



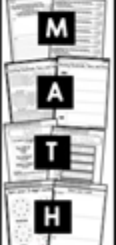

- Whole Group- The whole group lesson will typically involve an anchor chart or poster to discuss. This should take about five minutes to complete.
- Partner Practice- The whole group activity will be followed up with a partner practice activity. It will build on the knowledge the students learned or reviewed in the whole group lesson. This should take between 5-10 minutes.
- MATH Groups- There are four break-apart groups to do a day. Each rotation can last between 10-15 minutes depending on how long you get for your math block.
 - *Math Writing*- 2 writing options are given each day (one full sized page OR a cut and glue strip for a math journal)
 - *Apply Skills*- You will find a variety of practice resources here, such as printables, interactive notebooks, or partner activities.
 - Teacher Time- Small group differentiation can happen here. Most days will include a 'Remediation' activity, an 'On-Level' activity, and an 'Enrichment' activity.
 - Hands-on Practice- These centers will give your students chances to get practice with manipulatives and other engaging activities.
- Exit Slip- Every single day will come with an exit slip for students to show what they learned that day. Teacher will cut apart the three strips.

Assessment

- This is to be completed after all lessons and math groups are taught.

Daily Lesson Plans

Each standards-based math unit comes with daily lessons. Some are 3 days, while others may be 5+ days, depending on how complex the standard is. There are **4 main components** of each daily lesson.

2 nd Grade Math: 2.NBT.1 Lesson #1	2.NBT.1 lesson 1
I can understand the digits in a 3-digit number represent the hundreds, tens, and ones.	
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: 100 can be thought of as a bundle of ten tens, called a "hundred." & --The numbers 100, 200, 300, 400, 500... refer to one, two, three, four, five... hundreds (and 0 tens and 0 ones).	
Activities	Materials
Whole Group Today is all about getting comfortable with base ten blocks, counting them, and bundling 10 tens for a hundred. Teacher will introduce two anchor charts about using base-ten blocks and how base-ten blocks can represent 3-digit numbers or teacher can display mini posters and discuss. Then teacher will model how to bundle 10 ones to make a ten or 10 tens to make a hundred.	
Partner Practice Students will play a trading game. Half the students will get 10 tens and half the students will get a hundred. Students will walk around the room, looking for someone to "trade" with. When they see someone to trade with, they will exchange 10 tens for 1 hundred by counting the tens aloud together.	
Math Groups M- Students will write about place value and 3-digit numbers. Teacher will choose the full page writing sheet OR the cut apart strips for math journals. A- Teacher will either copy the two printables front/back for students to complete with pencils or side them into sheet protectors for students to complete with dry erase markers. T- (Not differentiated today). Teacher will assist students with setting up their input page in their interactive notebook. As they cut and glue the input page on a left side of their journal, they will have more direct instruction. Then, students will complete one output journal page on their own next to it. H- Students will spin a 3-digit number, then represent that number with base-ten blocks (paper cut-outs provided if classroom doesn't have base-ten blocks). Then, students will record their answers.	
Exit Slip Students will complete an exit slip independently. Students will trade papers with a nearby classmate and grade their paper with a marker/pen while teacher reviews answers as a whole group.	

Whole group activity: This activity will typically include an anchor chart mini poster, plus some sort of teacher modeling activity.



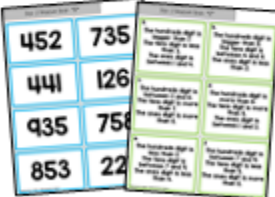

Partner practice: This will be a hands-on partner activity following the whole-group.

M.A.T.H. groups: (Explained in depth on next page) There are four groups/centers.

Exit slip: There are 3 exit slips to a page to cut out and administer for student learning.

M.A.T.H. Groups

Each day comes with four group activity suggestions and materials for 'M.A.T.H.' groups. This is your small group time, splitting the class up into four groups to rotate around the room, participating in different activities for 10-20 minutes a piece.

M	Math Writing	2 options... worksheet or cut/glue notebook strips	
A	Apply New Skills	Worksheet or interactive notebook activities to apply the skill learned in whole group	
T	Teacher Time	Differentiated time for 3 levels (remediation, on-level, enrichment)	
H	Hands-On Math	Engaging center to follow up on the whole group/partner practice	

Day 1 Activities

Here's a look at day 1's whole group, partner practice, MATH group activities, and exit slip.

2nd Grade Math: 2.NBT.1 Lesson

2.NBT.1 Lesson

I can understand the digits in a 3-digit number represent the hundreds, tens, and ones.

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. (For example, "thirteen" means one ten and three ones; "forty" can be thought of as four tens; "seventy" means seven tens; "ninety" means nine tens.)

Activities

1. Use a 100-dot grid to represent 100. Use base ten blocks, counting tens, and counting 5 tens for a hundred. Teacher will provide ten and twenty sticks using base ten blocks and how base ten blocks can represent 100. Students will use ten and twenty sticks to make a 100. They will use ten and twenty sticks to make a 100. They will use ten and twenty sticks to make a 100.

2. Students will play a trading game. Half the students will get 10 tens and half the students will get 1 hundred. Students will ask around the room, looking for someone to "trade" with, when they see someone with tens who has not exchanged tens for a hundred by stacking the tens about together.

3. Students will write about place value and 3-digit numbers. Teacher will choose the 1st page writing sheet OR the cut-out strips for math journals.

4. Teacher will observe and provide feedback for each student.

M.J. was picking up her math blocks. She picked up 6 hundreds blocks, 7 tens rods, and 4 ones units. How much did M.J. pick up?

a. Draw what M.J. picked up.
b. Describe how each of the base-ten blocks represents M.J.'s amount.

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a. Draw what M.J. picked up.
b. Describe how each of the base-ten blocks represents M.J.'s amount.

Base Ten Blocks

Let's look at base ten blocks.

A hundreds flat shows 100. A tens rod shows 10. A ones unit shows 1.

Let's look at bundles.

Hundreds, Tens, & Ones

3-digit numbers have a **hundreds** place, a **tens** place, and a **ones** place.

458

4 hundreds, 5 tens, 8 ones

Partner Practice

Half the class gets a hundred cut-out.

Half the class gets 10 tens cut-outs.

2.NBT.1

Name: _____

M.J. was picking up her math blocks. She picked up 6 hundreds blocks, 7 tens rods, and 4 ones units. How much did M.J. pick up?

a. Draw what M.J. picked up.
b. Describe how each of the base-ten blocks represents M.J.'s amount.

Counting Hundreds, Tens, and Ones

Count the blocks. Write the number.

How many?

How many?

How many?

Showing Hundreds, Tens, and Ones

Draw the base ten blocks for the numbers given.

356

274

162

2.NBT.1

I can identify the hundreds, tens, and ones in a 3-digit number.

One: a single unit, represents one number (1 unit)

Ten: a bundle of 10 ones put together (10 ones)

Hundred: a bundle of 10 tens put together (100 tens)

Practice: Count the base-ten blocks. Write the number.

Place Value

Flip and write the number.

Spin your 3-digit number

Hundreds: 7, 6, 5, 4, 2, 3

Tens: 1, 7, 3, 5, 4, 6

Ones: 4, 1, 8, 9, 5, 6

Let's spin a number!

Show your math.

Hundreds: _____

Tens: _____

Ones: _____

Teachers: Use if you don't have base ten manipulatives.

Teachers: Use if you don't have base ten manipulatives.

2.NBT.1

Name: _____

Write a number, write the hundreds, tens, and ones, then write the number.

Hundreds	Tens	Ones	3-digit Number

2.NBT.1 Exit Slip #1

Count the base ten blocks and write the number.

What is the 3-digit number?

2.NBT.1 Exit Slip #1

Count the base ten blocks and write the number.

What is the 3-digit number?

2.NBT.1 Exit Slip #1

Count the base ten blocks and write the number.

What is the 3-digit number?

Day 2 Activities

Here's a look at day 2's whole group, partner practice, MATH group activities, and exit slip.

2nd Grade Math: 2.NBT.1 Lesson 2
 I can understand the digits in a 3-digit number represent the hundreds, tens, and ones.

Hundreds, Tens, & Ones
 3-digit numbers have a **hundreds** place, a **tens** place, and a **ones** place.
 458
 4 hundreds, 5 tens, 8 ones

735
 Hundreds Tens Ones

468
 Hundreds Tens Ones

My number has... 5 hundreds, 4 tens, and 9 ones. What is my 3-digit number?

My number has... 2 hundred 5 tens, and 8 ones. What is my 3-digit number?

My number has... 6 hundreds, 8 tens, and 4 ones. What is my 3-digit number?

My number has... 3 hundreds, 9 tens, and 7 ones. What is my 3-digit number?

My number has... 2 hundred, 5 tens, and 3 ones. What is my 3-digit number?

My number has... 7 hundreds, 2 tens, and 2 ones. What is my 3-digit number?

Place Value

	How many hundreds?	How many tens?	How many ones?
746			
209			
826			
362			
274			
702			
258			
860			
305			

Place Value

	How many hundreds?	How many tens?	How many ones?
142			
752			
586			
501			
652			
896			
540			
953			
418			
357			

Day 2 Math- "Q"

452	735
441	126
935	758
853	221

Day 2 Math- "Q"

697	365
652	239
863	210
358	847

Day 2 Math- "Q"

421	
398	
278	
557	

Day 2 Math- "Q"

320	
568	
793	

Day 2 Math- "Q"

667	
832	
504	
239	

Day 2 Math- "Q"

541	8
763	9
326	1
255	1
487	8

Day 2 Math- "Q"

658	5
492	2
657	7
620	2
334	158

3-Digit Numbers

Place number cards here.

2.NBT.1 Exit Slip #2

3-Digit Number	How many hundreds?	How many tens?	How many ones?
856			
739			
85			

2.NBT.1 Exit Slip #2

3-Digit Number	How many hundreds?	How many tens?	How many ones?
856			
739			
85			

2.NBT.1 Exit Slip #2

3-Digit Number	How many hundreds?	How many tens?	How many ones?
856			
739			
85			

Day 3 Activities

Here's a look at day 3's whole group, partner practice, MATH group activities, and exit slip.

2.NBT.1 Lesson #3

I can understand the digits in a number to represent the hundreds, tens, and ones.

758
7 hundreds
5 tens
8 ones

357
3 hundreds
5 tens
7 ones

436
4 hundreds
3 tens
6 ones

628
6 hundreds
2 tens
8 ones

547 **623**
489 **943**
320 **278**

425 **574**
How many tens does this number have? How many ones does this number have?

448 **653**
How many hundreds does this number have? How many tens does this number have?

381 **102**
How many ones does this number have? How many hundreds does this number have?

452 **875** **689** **353**
4 hundreds 2 ones
8 hundreds 7 tens 5 ones
6 hundreds 8 tens 9 ones
3 hundreds 5 tens 3 ones

989 **685** **742** **234** **305**
9 hundreds 8 tens 9 ones
6 hundreds 8 tens 5 ones
7 hundreds 4 tens 2 ones
2 hundreds 3 tens 4 ones
3 hundreds 0 tens 5 ones

7,857 **632** **245** **613** **926** **935**
7 thousands 8 hundreds 5 tens 7 ones
6 hundreds 3 tens 2 ones
2 hundreds 4 tens 5 ones
6 hundreds 1 ten 3 ones
9 hundreds 2 tens 6 ones
9 hundreds 3 tens 5 ones

2,451 **8,563** **481** **164** **577**
2 thousands 4 hundreds 5 tens 1 one
8 thousands 5 hundreds 6 tens 3 ones
4 hundreds 8 tens 1 one
1 hundred 6 tens 4 ones
5 hundreds 7 tens 7 ones

4,286 **1,262** **759** **898** **332**
4 thousands 2 hundreds 8 tens 6 ones
1 thousand 2 hundreds 6 tens 2 ones
7 hundreds 5 tens 9 ones
8 hundreds 9 tens 8 ones
3 hundreds 3 tens 2 ones

3,496 **4,436** **5** **5** **5**
3 thousands 4 hundreds 9 tens 6 ones
4 thousands 4 hundreds 3 tens 6 ones
5 ones
5 ones
5 ones

1,250 **2,338**
1 thousand 2 hundreds 5 tens 0 ones
2 thousands 3 hundreds 3 tens 8 ones

Place Value
4 in the ones place
4 in the tens place

2.NBT.1 Exit Slip #3
Write how many hundreds, tens, and ones each number has.
427 129 538

2.NBT.1 Exit Slip #3
Write how many hundreds, tens, and ones each number has.
427 129 538

2.NBT.1 Exit Slip #3
Write how many hundreds, tens, and ones each number has.
427 129 538

Assessments

Each unit comes with a pre-assessment to give to students before you teach the standard. This will come before any introduction to the standard. There is also an assessment to give after your unit is complete.

Name: _____ Date: _____

2.NBT.1 Pre-Assessment

Count the base-ten blocks. Write the number.

What number has 4 hundreds, 8 tens, and 9 ones?

- a) 498
- b) 984
- c) 489

How many tens does 632 have?

- a) 6
- b) 3
- c) 2

Write how many hundreds, tens, and ones there are in each number.

	Hundreds	Tens	Ones
446			
923			

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Name: _____ Date: _____

2.NBT.1 Assessment

Count the base-ten blocks. Write the number.

What number has 7 hundreds, 3 tens, and 1 one?

- a) 713
- b) 733
- c) 731

How many ones does 475 have?

- a) 4
- b) 7
- c) 5

Write how many hundreds, tens, and ones there are in each number.

	Hundreds	Tens	Ones
541			
873			

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